

THE NATION'S SCHOOLS

JANUARY

Hundred years of school plant design

Teaching in the future tense

Paying for schoolhouse construction

Educational crises for 1957

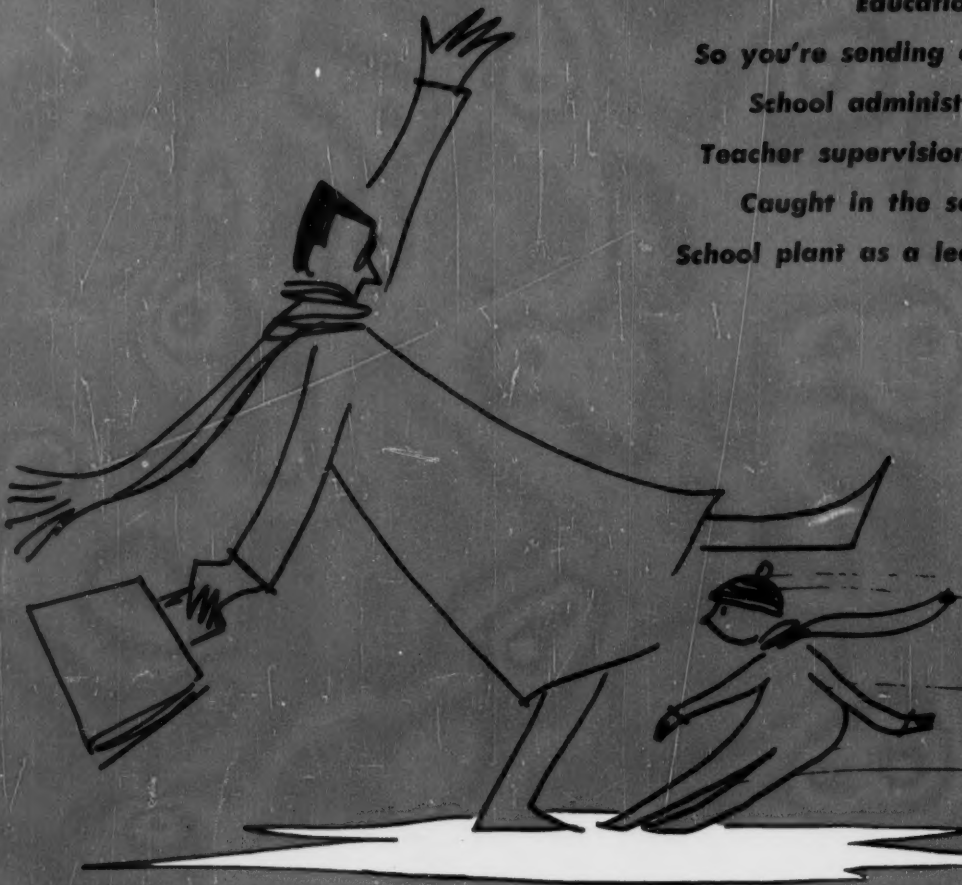
So you're sending out a questionnaire

School administration has changed

Teacher supervision of the lunch hour

Caught in the segregation crossfire

School plant as a learning environment



THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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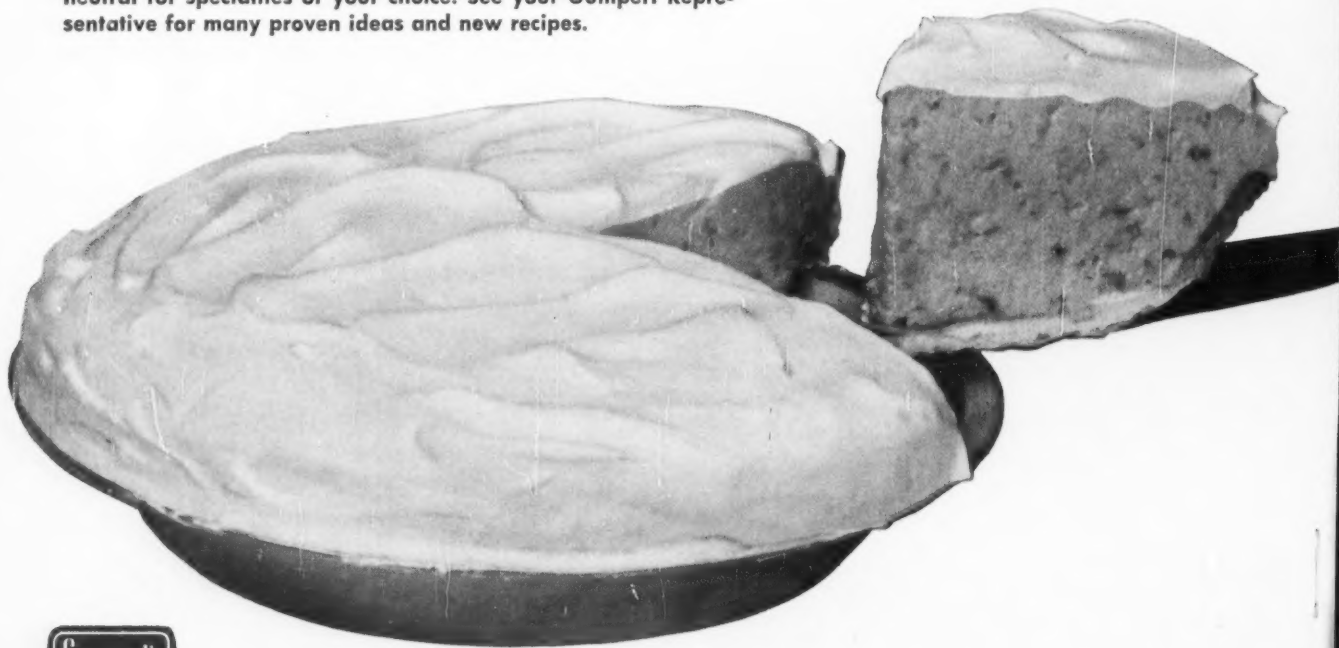
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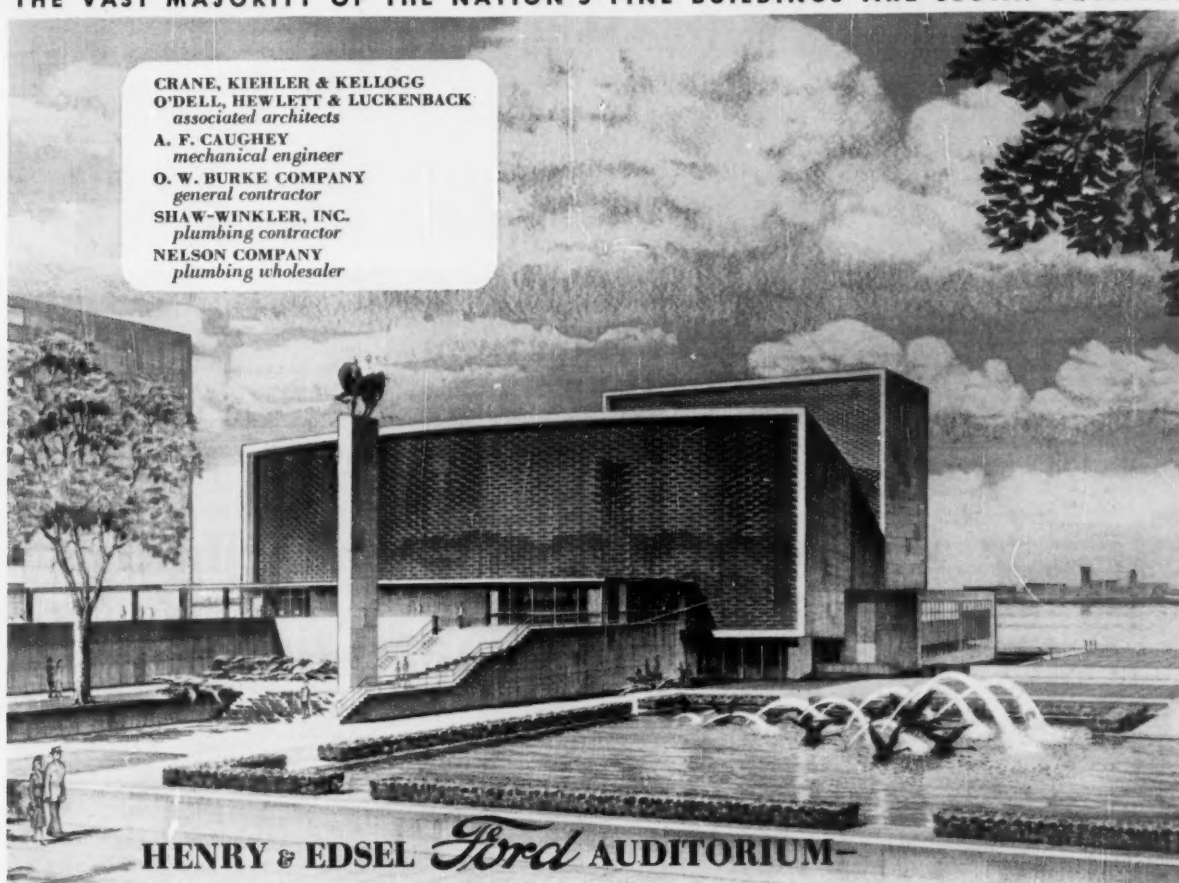
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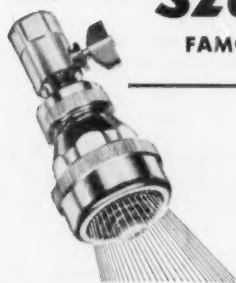
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THE NATION'S SCHOOLS

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

JANUARY 1957

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AMONG THE AUTHORS

It's not the facilities, it's the quality of education that must be the educator's worry as he looks to education's rôle in the future, says ERNEST G. LAKE (p. 41). Dr. Lake can almost claim a round trip in his career travels, having been teacher and principal in Montana and superintendent in Connecticut, Vermont and Massachusetts before returning westward to become superintendent at Racine, Wis. Dr. Lake was a member of the executive board of the New England School Development Council and a member of the policies commission of the Massachusetts Superintendents Association. He holds master's and doctor's degrees from Harvard University.

On page 42 JOHN W. PARKS interviews two elder statesmen in educational administration, ERNEST O. MELBY, distinguished professor of education at Michigan State University, and E. DUNCAN GRIZZELL, who retired this year as dean of the school of education at the University of Pennsylvania. Mr. Parks is principal of the Baker School, Fort Morgan, Colo., and has taught at Fort Morgan and Kersey, Colo.



Harold T. Porter

Calling all business managers! Let's take a look at your *administrative* functions—because they form the hard core of school business management, says HAROLD T. PORTER (p. 82). Mr. Porter has been business manager for the schools in New Orleans since 1951, and, concurrently, instructor in purchasing at Tulane University. He has also served as assistant controller at DePauw University, Greencastle, Ind., and purchasing agent at Tulane, where he is now a candidate for the Ph.D. degree. "My interest in management probably stems from the fact that my graduate work has been in political science and public administration," says Mr. Porter, who also holds an M.A. from the University of Cincinnati.

What do you want to know—and why? HARRY I. WIGDERSON, director of research for schools in Peoria, Ill., raises some pertinent questions about the validity and usefulness of that popular educational device, the questionnaire (p. 46). Mr. Wigderson is thoroughly familiar with both the giving and receiving end of questionnaires. Before going to Peoria in 1955, he was consultant to citizen school survey groups, as a member of the staff of the office of field services, college of education, University of Illinois. In this capacity, he showed community groups how to collect and analyze pertinent data as a basis for long-range school planning. Mr. Wigderson, who received his master's degree from the University of Wisconsin, has held various positions as teacher, principal and research assistant. Before

going to the University of Illinois in 1951, he was elementary supervisor at Portwing, Wis.



James William Bushong

Seeing is believing, and in Grosse Pointe, Mich., the audio-visual center makes this possible. Supt. JAMES W. BUSHONG and his audio-visual director, WANDA DANIEL, describe the workings of the center on page 92. Prior to his appointment at Grosse Pointe in 1950, Dr. Bushong was superintendent at Bend, Ore. He has taught and held administrative positions in several other Oregon systems, and received both his master's and doctor's degrees from the University of Oregon.

The last of a series of articles by GLEN ROBINSON on desegregation and the public schools appears on page 65. Dr. Robinson leaves his present position, as assistant to the president of George Peabody College and instructor in educational administration there, to become assistant director in the research division of the National Education Association in January. He was formerly research assistant with the Southern States Cooperative Program in Educational Administration. Reprints of the entire six articles are available from the office of the editor.

Standardized planning is the keynote for new school lunch facilities in Montgomery County, Maryland. On page 96, CORELLI DAVID describes the results at one elementary school. Mrs. David, who started her career as a cooking teacher and lunchroom manager in New Jersey, is now supervisor of the Montgomery County school lunch program. Before taking her present position she was assistant manager in charge of food production for Government Services Inc., Washington, D.C., and has held a number of other administrative positions in food service with commercial organizations in New York. In addition to her full-time responsibilities, Mrs. David is a graduate student at the University of Maryland, where she is studying institutional management; currently she is doing a research project on standardizing school lunch recipes in Montgomery County.

Is the one-room school an anachronism? W. W. LUDEMAN doesn't think so, and on page 72 he explains why. Before becoming president of Southern State Teachers College, Springfield, S.D., in 1954, Dr. Ludeman had served as dean of that institution for 29 years. A native South Dakotan, he has also taught in that state and been city superintendent at Fulton, S.D. He served from 1944 to 1954 as chairman of the research commission of the N.E.A. and is a past president of the South Dakota Education Association.

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New Year's resolutions for administrators . . . Too many deductions on payrolls . . . Opportunity for principals

By CALVIN GRIEDER, professor of school administration, University of Colorado

The administrator's professional growth in 1957. No period in the history of American school administration has been as challenging as the present, nor in any previous era have such great demands been made of administrators. Since 1940 the United States has been undergoing great changes which impinge on educational administration.

Especially important are the unprecedented increases of our population, and the marked growth of urban and suburban centers. Another characteristic of our time is the accelerated change in occupational distribution, reflecting a vast movement of our people from agricultural, unskilled and semi-skilled categories to technical, operative and service categories. In addition there have been changes in educational theory and procedures.

All this raises in my mind the problem confronting school administrators of growing and adjusting to their new and enlarged responsibilities. For nearly every man of about 40 years of age and beyond, this problem is of front-rank importance. The experience and preparation he had before embarking on a career in administration are almost certain to be inadequate and in some degree unrealistic for the job he has to do today.

I have been interested in watching men who took superintendencies in nice, quiet, stable suburbs and small cities some years back. In a short time a whirlwind struck, and within 10 years their school systems grew fivefold, tenfold, twentyfold. In some cases, unable to cope with the storm, men have been swept out of office. In others they survived.

School district reorganization has led to similar developments, where large areas embracing as many as 20, 30 or more small districts were organized into single administrative units.

The ability of administrators to adjust their thinking and their modes of operation and their interest and ability in mastering the knowledge required for expanded responsibilities are not in all instances, of course, controlling factors in their survival. However, there can be little doubt that those who continuously and conscientiously seek to improve themselves by study, reading and other means are in a better position to do good for their school systems and themselves than those who do not.

Requirements for inservice improvement are surely as defensible for administrators as for teachers, perhaps more so. There are the makings of some good New Year resolutions here.

Too many deductions. Payroll administration in city school systems is becoming more complicated all the time, in spite of the nearly universal adoption of salary schedules which tend to reduce the number of pay scales.

The number of kinds of deductions from pay is increasing, and figuring the payroll demands more time and personnel than ever. It is no longer merely a matter of calculating base pay less time lost, deductions for retirement, and U.S. income tax. There may be, and often are, eight, ten or even more deductions, some of which apply to less than 10 per cent of the payroll. I know of some school systems where certain deductions apply to less than 5 per cent.

In various states and school systems the list of deductions may include half or more of these items:

Time lost beyond sick leave; retirement; social security; U.S. income tax; state income tax; Blue Cross; Blue Shield; group life insurance; accident and health insurance; income insurance; supplementary hospitalization in-

surance; credit union savings or loan repayments; U.S. savings bonds; Community Chest or United Fund; professional organization dues or other payments; central fund for school staff contributions to charity and other fund seeking organizations.

I don't know the answer to the problem, if there is a problem. I wonder, however, if some simplification might be achieved by getting agreement on three points.

First, hold the school business office responsible for such deductions as are required by federal and state laws and by school system regulations. This would cover withholding taxes, retirement, social security, and time lost.

Second, require that, before deductions would be made, a minimum per cent of participation would be necessary. This would ordinarily allow for group insurance of various kinds. The per cent of required participation might be uniform, or for good reason might vary for different items.

Third, exclude all items which are properly personal or private, such as savings, supplementary insurance plans, professional dues and other payments, and contributions to charitable funds.

The extent to which payroll deductions can be proliferated depends largely on the demands of employees and the ability of the school district to cope with the work. The general trend in public and private enterprise is toward a liberal policy. This is fine if staff and money are available to carry it out. Many harried school business offices could well use more help if a liberal policy is in effect.

The principal's shadow. During each school year I have the good fortune to be able to visit from 40 to 50 elementary and secondary schools in a number of states. Gradually one impression has been boring into my mind until it has become a conviction—that how enthusiastic a principal is about his work influences greatly the work of teachers and pupils alike.

In all too many schools, I fear, the principals lack that lively interest and zeal which derive from devotion to their work and a deep belief in its importance. "School is kept," and only just that, in too many towns. There is frequently an air that an endless round of insignificant and wearisome duties is being carried out, and also a lack of alertness and vitality. One suspects at times that lack of self-con-

(Continued on Page 8)

in a class by itself . . .



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Administrator's Clinic, Cont.

fidence in the principal's personal or professional fitness for the job may also be part of the picture.

The most vivid and lasting impression I retain from about a hundred school visits in South Africa during 1955 is the zealotry of the principals in the white schools. While the schools of that tragic land possess many shortcomings in comparison with our schools, the principals have a more uniformly high level of interest, professional devotion, and leadership quali-

ties than I have seen in this country. They seem to be more in control of their work, to furnish more leadership for their teachers, to be more genuinely concerned about each child and to know each one better (and his parents too), and to be less ridden with paper work.

In his essay on self-reliance Emerson wrote, "An institution is the lengthened shadow of one man." Even though no school is or should be a one-man show, it is nevertheless true that the head can and does, knowingly or otherwise, exercise a large measure

of influence on its climate. What an unparalleled opportunity school principals have for creating really good schools. May they live up to it!

READER OPINION

Defends "Investigation" of Schools in Washington, D.C.

We notice and resent your editorial in the November issue of *THE NATION'S SCHOOLS* in which you speak of the investigation by a committee of the House of Representatives of the United States Congress as a "farce." How can you call this a farce when this committee was appointed by the Congress and the investigation was conducted in accordance with established rules and without subpoena powers?

The evidence that was brought out all came voluntarily from teachers who knew the situation and who spoke of their own accord, even in the face of threats of certain school board members. Much of this testimony was given reluctantly, yet truthfully, by these teachers. Will you please explain in what way this constituted a farce? Do you deny the facts presented by these witnesses who are teachers in the schools of the city of Washington? How do you think the investigation could have been changed so that it would not have been a farce?

Please cancel our subscription to *THE NATION'S SCHOOLS*.—R. M. SPAULDING, *superintendent, Macon city schools, Macon, Miss.*


* * *

EDITOR'S NOTE: Investigations conducted in the McCarthy manner are no guarantee of a fair and unprejudiced hearing.

Wants Supreme Court to Interpret Democracy

With reference to appraisal of *THE NATION'S SCHOOLS* I am interested in finding out which way you will lean in the integration issue. Governor Clement of Tennessee said that there was no problem in integrating the Clinton High School in Tennessee. The National Guard was on duty at the time he made his statement in Clinton. I understand that the schools in Washington, D.C., are to be a model for us in integration. And, I see in the last issue of *THE NATION'S SCHOOLS* that it took nine years of preparation in the Louisville, Ky., schools for integration. Kentucky is considered a border

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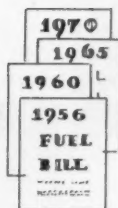


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 W. C. REUSSER *University of Wyoming*
 PAUL W. SEAGERS *Indiana University*
 HAROLD SPEARS *San Francisco Public Schools*
 LINDLEY J. STILES *University of Wisconsin*
 EDMUND H. THORNE *West Hartford Schools*
 PAUL D. WEST *Fulton County Schools*
 W. T. WHITE *Dallas Public Schools*
 H. I. WILLETT *Richmond Public Schools*
 BENJAMIN C. WILLIS *Chicago Public Schools*

state. I wonder what the report will be after a trial run with integration.

I suspect that integration can be effected anywhere if there are two senators, a governor, state militia, and a school superintendent to feel very kindly toward integration. If that is DEMOCRACY, I need to have the Supreme Court to interpret democracy for me, for I fear that I have lost the meaning.—GLENN B. WILLIAMS, *superintendent, Alva High School, Sweetman, Miss.*

A. C. Hutson Jr., A.S.B.O. President, Becomes Consultant

The professional interests of school business administration will be further represented in the planning of content for *The NATION'S SCHOOLS* by the addition to the magazine's editorial advisory group of Andrew C. Hutson Jr., assistant business manager for the public schools of Knoxville, Tenn.



A. C. Hutson Jr.

Mr. Hutson is the new president of the Association of School Business Officials of the United States and Canada. He previously served that association as vice president and a director.

Mr. Hutson's views concerning the professional responsibilities and opportunities of school business administration were expressed in an interview published in our December issue (p. 80).

Andy approaches school business administration from training and experience as a teacher. He was supervisor of the child personnel division in Knoxville from 1935 to 1942. Earlier he had been principal of an elementary school and a high school teacher in Knox County. He became assistant business manager in 1945, following three years of military service in the U.S. Air Force in the Pacific as a security and intelligence officer.

Both in civic and professional affairs, Andy has held such offices as presidency of the Knoxville Junior Chamber of Commerce, presidency of the Southeastern Association of School Business Officials, and presidency of his Phi Delta Kappa chapter.

He has both his B.A. and M.A. degrees from the University of Tennessee. Although a native of Knoxville, he attended both elementary and high schools in Kentucky.

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ROVING REPORTER

Children Study About American Negro, Brotherhood • Sixth Graders

Go to Europe—Without Leaving Classroom • Students Are Politicians

TO PREPARE her white pupils for the time when they would be enrolled with Negro children in the same classroom, a first grade teacher at Louisville, Ky., developed a special project.

During a six-week period the children studied about the American Negro, his culture and background; during a succeeding four-week period they learned about brotherhood. In practice, of course, there was a great deal of overlapping in the two projects.

The teacher, Mary Elizabeth Reuter, realized that the children needed to have a certain amount of background information concerning the early African home of the Negro. As there were no suitable stories on the first grade level in the library, Miss Reuter took notes on material in reference books so that she could write stories for the children. These covered the most important facts about the continent of Africa, the people who lived there, home and family life, how the children played, what the people ate, how they worked, and how they traveled.

Pictures were used to illustrate important points, and the children delighted in drawing with crayons their own versions of what they had heard. Each named his own drawings; all drawings were hung on the chalkboard.

For five weeks the teacher told a story each week about a famous American Negro—Phillis Wheatley, Booker T. Washington, Paul Dunbar, George Washington Carver, and Benjamin Benneker. Questions and comments were encouraged.

The children dramatized parts of the stories which most appealed to them. The teacher was careful to see that all pupils had a chance to become actors. If the children showed any lack of understanding in their drama, Miss Reuter discussed the misunderstandings that day or the next.

Motion pictures and filmstrips gave added information and emphasized both brotherhood and moral and spiritual values, as did poetry, some of it

by Negroes, read to the children, and the books they read during the weekly Story Hour.

Miss Reuter, who reported the project in the *Kentucky School Journal*, thinks that a similar program, with some changes, would also be effective in a mixed white and Negro class.

SIXTH GRADERS at Newton, N.J., took a trip to Europe—without ever leaving their classroom.

The youngsters made their own passports—imitating the real passport of a teacher who had been to Europe. They sent for travel posters and information about European countries and did research in their own reference books and in the library. Flags, maps, graphs, drawings and recipes enlivened reports on the "journey."

So much did they enjoy their trip that they decided they would like to share their experiences at a luncheon. Some of the food was prepared at home, with the aid of parents and grandparents, but much of it was cooked at school. The menu consisted of hors d'oeuvres, vichyssoise, toad in the hole, Swedish meatballs in gravy, Italian pizza pie, Hungarian cabbage rolls, German surprise salad, tossed salad with French dressing, Danish pastries, Italian cheese cake, Swedish coffee cake, cookies and candies, coffee, tea, milk and chocolate milk.

Guests were school administrators, their secretaries, the school board president, special subjects teachers, and some parents.

The youngsters didn't forget entertainment for their guests—an Irish

jig, songs in several European languages, a Polish mazurka played by an instrumental group, and a Hungarian polka.

The classroom was gaily decorated with drawings of European countries, miniature flags, many articles imported from Europe, and real flags of Hungary, Poland, Czechoslovakia and the United States.

Tom F. Taylor, elementary school principal at Newton, reported on the children's trip in the *NJEA Review*.

PRACTICAL POLITICS are very practical, indeed, in an American history class at Colerain High School, near Cincinnati.

A three-student governing committee, elected for six-week terms by three "political parties," approves class assignments and makes suggestions for extra work projects and other class procedures.

At the beginning of the year the American political party system is discussed. The teacher, George Michael, offers a general outline of the course, based on text readings. Alternatives include outside readings, book reports, scrapbooks and term papers.

Students who are generally satisfied with the outline organize the Conservative party; those desiring changes are the Liberals. The Independents are those who prefer not to make a choice at that time.

Each party meets to elect its leader, formulate its platform, and nominate its candidates. About three class periods are spent on the preliminary discussions and forming of parties. Thereafter political activity can be confined to 15 or 20 minutes during four or five classes every six-week period. Also the governing committee occasionally needs 10 minutes at the end of a period to meet, to take an issue to the voters, or to present a new idea to the class.

Mr. Michael described the activities of the young politicians in *Ohio Schools*.



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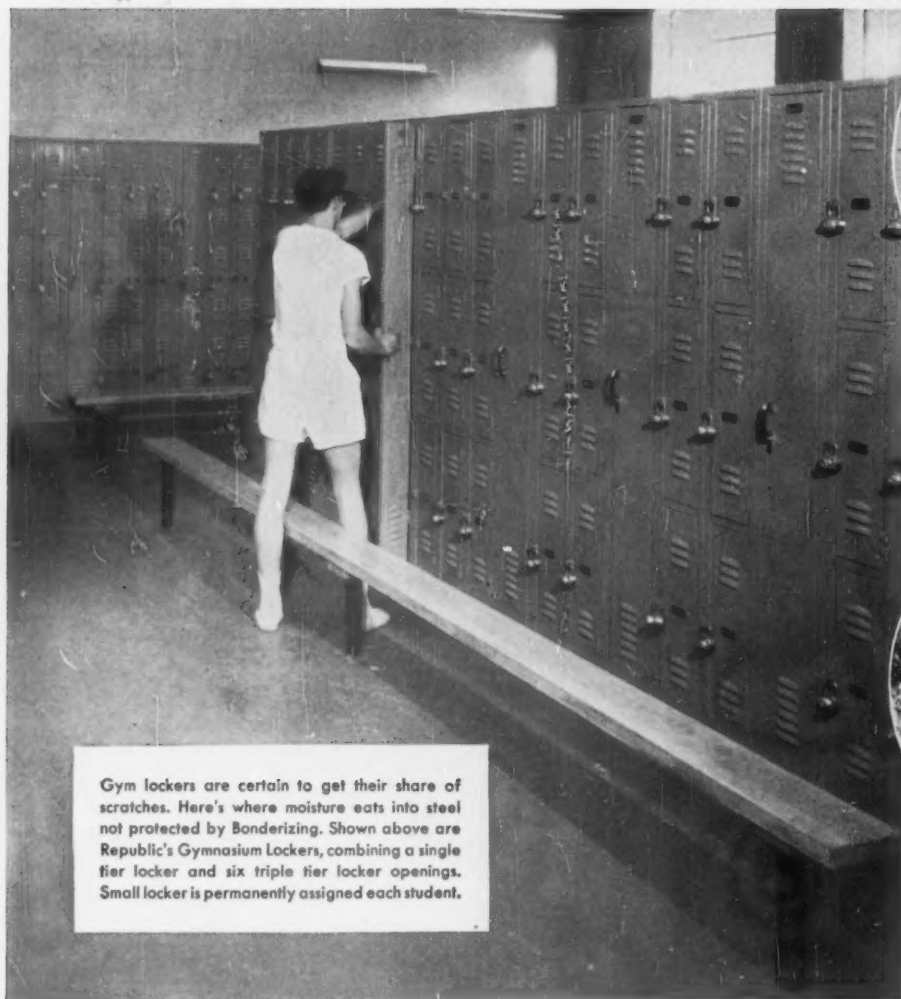
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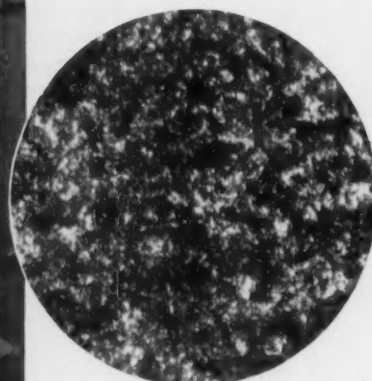
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Gym lockers are certain to get their share of scratches. Here's where moisture eats into steel not protected by Bonderizing. Shown above are Republic's Gymnasium Lockers, combining a single tier locker and six triple tier locker openings. Small locker is permanently assigned each student.



Photomicrograph, 100 times enlarged, of a piece of plain sheet steel. The surface is glossy smooth with no porosity to give the finish a foothold.



Photomicrograph, 100 times enlarged, of Bonderized steel. The surface is crystalline phosphate. Enamel will penetrate microscopic pores, dry, and become securely anchored to the metal.

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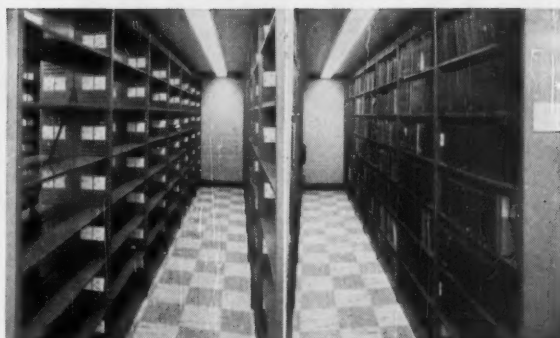
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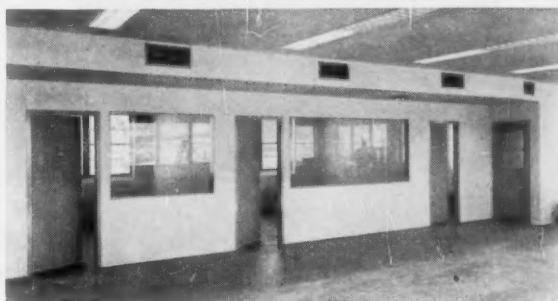
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This No. 445 High-School and College Desk is the result of years of extensive research. It embodies the suggestions of educators, architects, designers and teachers. Modern in style, it combines exceptional comfort with good posture. And it is the only SINGLE unit on the market that is variable in height to fit all-size students in junior or senior high school and college!

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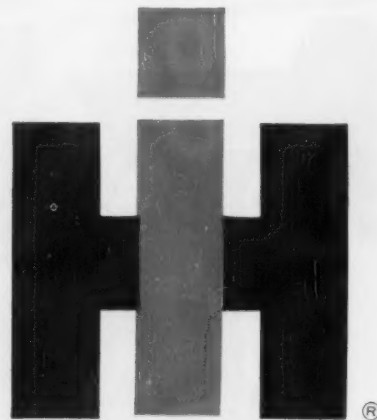
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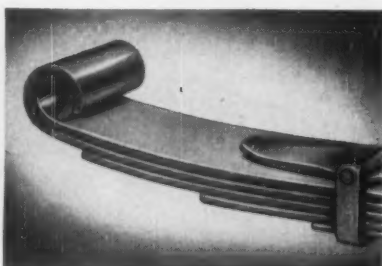
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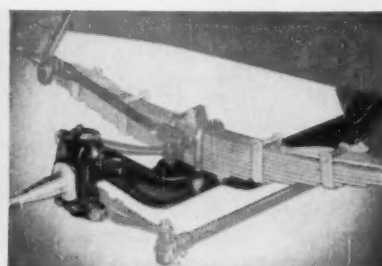
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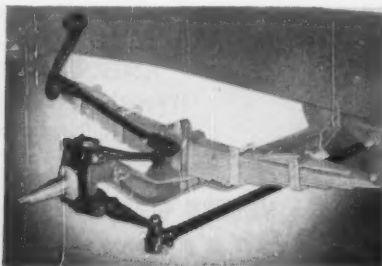
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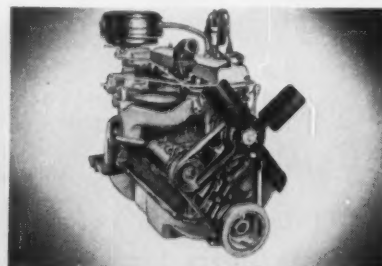
3 Axles meet all school bus standards. 6 front axles have capacities ranging from 3,900 to 7,000 lbs. All are steel forgings with extra safe shot-peened, stress-relieved spindles. 8 rear axles are offered with a complete selection of ratios.



4 Safe stops are synonymous with INTERNATIONAL brakes that evenly distribute stopping effort over entire lining area. You get smooth, easy stops and extended lining life. Power brakes standard on most models. Air brakes for larger models.



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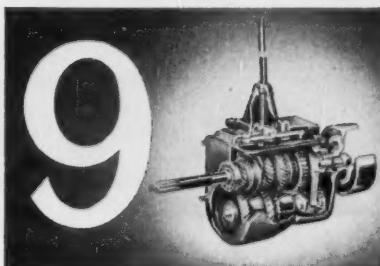


6 Powerful high torque engines exceed all school bus requirements. All 6 are the 6-cylinder type that produce *usable* horsepower at low, economical rpm. You get maximum dependability, lowest operating and servicing costs.

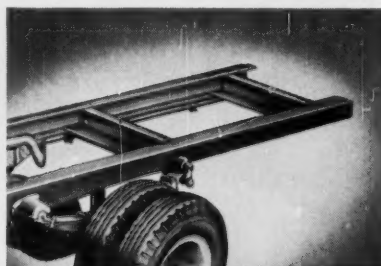


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one man to do all opening and
closing of 10, 15, 20
or more rows**



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* T. M. Reg. * T. M. Reg.—Pat. Pend.

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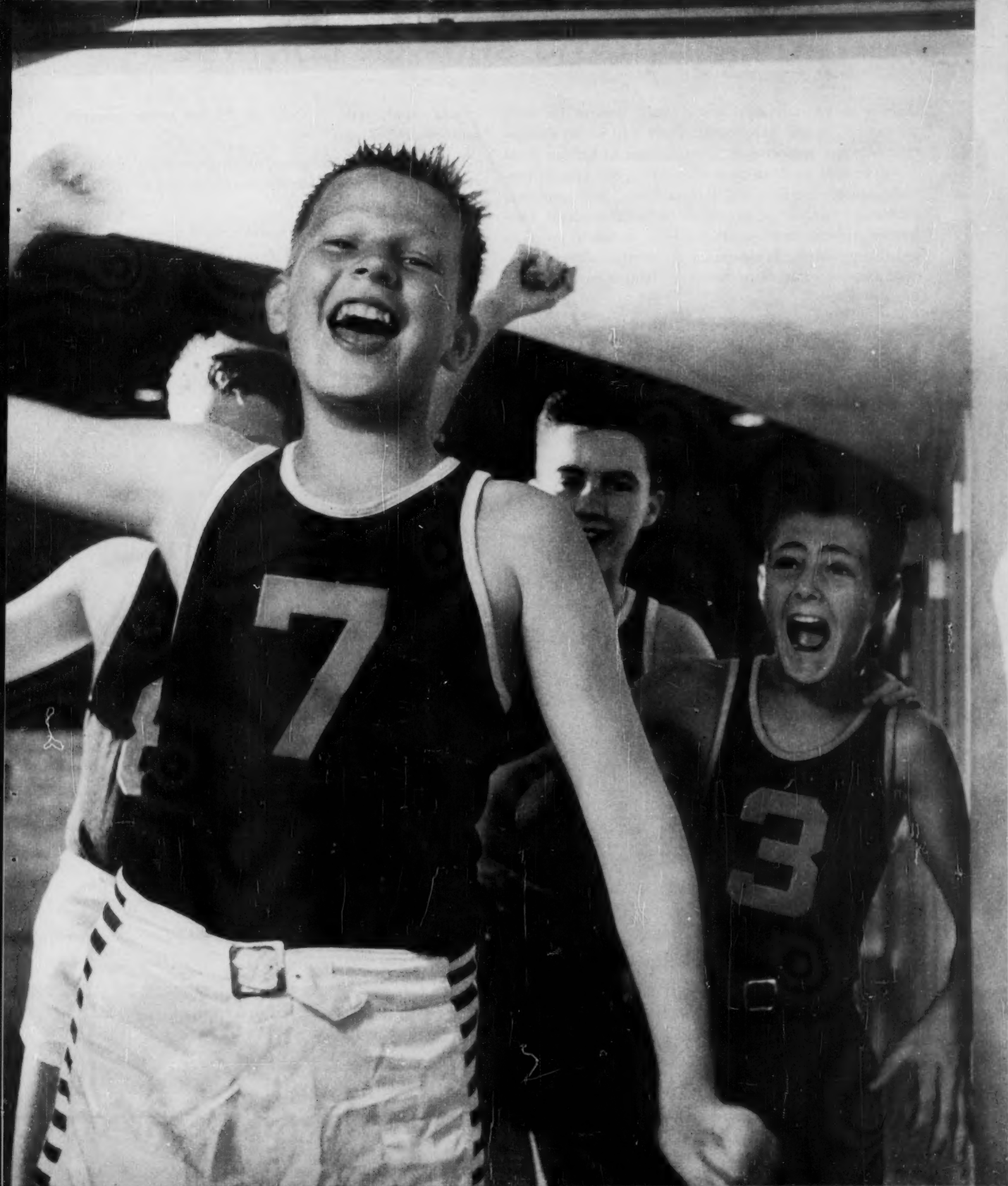
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Only with an individual *thermostatic* control for each shower can you be certain that there will be no fluctuation of water temperature... no danger of sudden shots of hot or cold water to cause discomfort, scalding, or possible injury in your school shower room. Such complete protection cannot be provided by old fashioned two-handle valves, single-handle valves, or even pressure-equalizing valves. Hydroguard *thermostatically* compensates for temperature or pressure changes in either hot or cold lines.

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Hydroguard saves hot water, too, because there is no need to "juggle" hot and cold valves to obtain and maintain the desired temperature.

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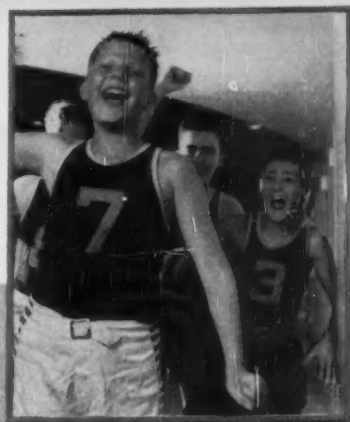


HYDROGUARD... the individual
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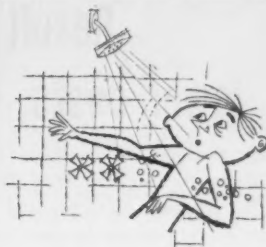
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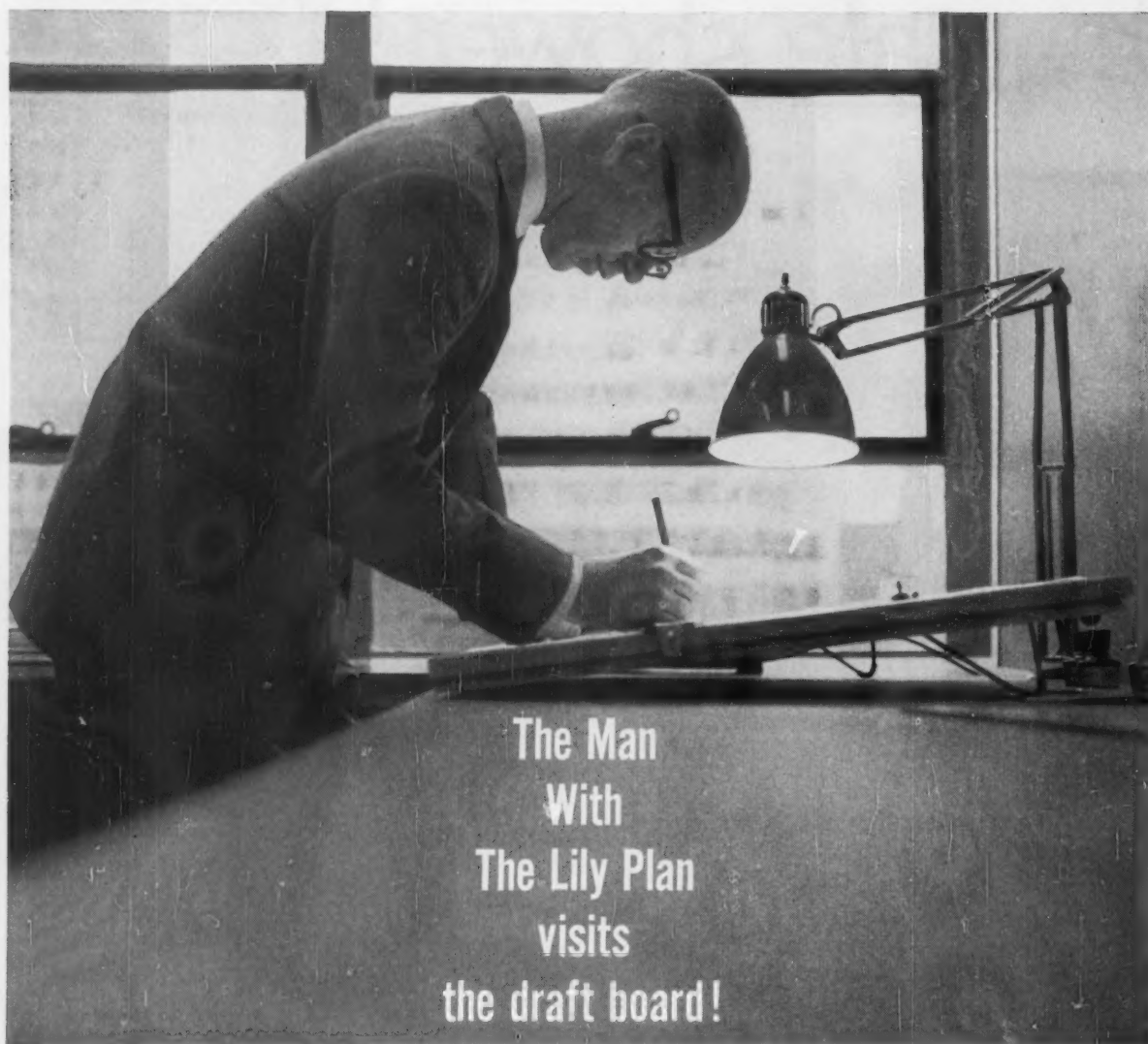


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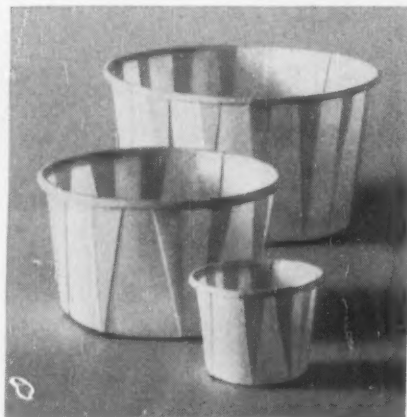
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Another example of Lily* thoroughness! And another reason why school cafeteria managers are doing business with The Man With the Lily Plan and the products he promotes. Lily's complete line of smart-looking, economical, pleated portion cups are typical of painstaking investigation into *your* special problems. Lily came up with no less than *eleven* different sizes so you could successfully control portions—and costs—from appetizer through dessert. For example, the ½ oz. and 1 oz. sizes shown

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all sizes mean lighter trays . . . less fatigue . . . less labor . . . less to clean-up. Service is swift, students are satisfied.

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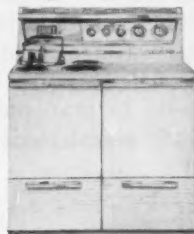
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Saves janitors' time, too.

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"We've made our custodial staff happier and reduced towel costs a good 25% by installing Westroll Towels and Dispensers in our school lavatories and rest rooms," says RALPH HEATH, Superintendent of Schools, Yorktown, Indiana.

"Our janitors no longer complain that the floors are littered with unused sheets of paper towels — a waste that was disturbing to the administration. The building is cleaner. We're all pleased with Westroll."

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Position.....

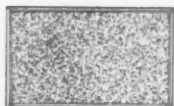
Mail this coupon with your letterhead to Dept. 10



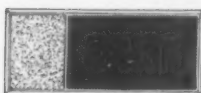
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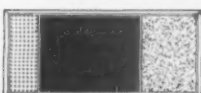
chalkboard only



corkboard only



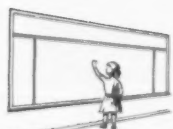
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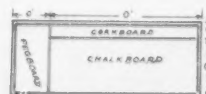
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CHALKBOARD	CORKBOARD	PEGBOARD
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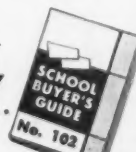


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books, supplies, teach-
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(Above) GYMNASIUM lighted by Prismatic Glass LOBAY* Reflectors . . . Dartmouth High School, Dartmouth, Mass. . . . Creer, Kent, Cruise & Aldrich, Archts., John W. King, Elect. Engr. Providence, R. I.

(Right) AUDITORIUM lighted by double Flush In-Built units . . . Moon Township High School . . . Bulton & McLean, Archts. Pittsburgh, Pa.

(Below) ASSEMBLY HALL . . . HIBAY* Reflector lighting using incandescent and mercury vapor lamps . . . McGow Memorial Hall, Northwestern University, Evanston, Ill. . . . Holabird & Root & Burgee, Architects & Engineers, Chicago.



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OTHERS:

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8-oz. Portion Pack in the 14 varieties listed at left. No cooking, simply heat (in three minutes) in Heinz Hot Plate Lunch "Kitchen." Complete portion and cost control.

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**TRY THIS LABOR-SAVING SHORTCUT
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THE TEST IS AT HEINZ EXPENSE!**

If you will mail the coupon, we will send you, without cost or obligation, enough Heinz Hot Plate Lunches to serve six customers.

Sell them the food at the price you'd charge if you had paid for it. Then ask them: "How did you like the flavor? What did you think of that for value?"

THEN FIGURE YOUR SAVINGS. We feel sure that your customers will approve Heinz Hot Plate Lunches. When you see that they do, figure all the money savings they can bring you:

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Efficient three-way door. Choice of timed automatic or push-button controls. Fast, thorough, dependable.

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Compact, fits in minimum space. Automatic through entire wash, drip-down and rinse cycle. (Model CA-20). Also push-button operated models.

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Wide choice of models, either single or double-tank types. Capacity to 12,600 dishes hourly. Integral pre-wash available.

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Choice of 1/3 HP to 7 1/4 HP and up to 25 HP models. Trouble-free, smartly modern in appearance. Easy to clean and keep sparkling clean.

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Sharp abrasive on both disc and cylinder for complete peeling with minimum waste. Full choice of sizes from 15 lb. (Portable Bench Type) to 70 lb. capacity.

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Shreds all food wastes and flushes them down drain. Truly sanitary, efficient. 1/2 HP sizes for dish-scraping. 3 and 5 HP for food preparation areas.

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Looking Forward

Adds Stature to the Office

LARRY DERTHICK becomes United States Commissioner of Education with the enthusiastic backing of public school administration. Commissioner Derthick served in 1953 as president of the national organization of school administrators, following years of prior leadership as chairman and member of A.A.S.A. yearbook commissions and membership on the A.A.S.A.-Kellogg Foundation Developmental Committee.

Supt. Derthick's appointment is subject to confirmation by the Senate when Congress convenes, and some observers are predicting opposition to President Eisenhower's choice of a man from the segregated South to become the nation's chief educational officer. Such objections would be both unwise and unwarranted.

Dr. Derthick understands the mixed attitudes of the South, but he also knows that the oath of office he takes as commissioner places upon him a distinct responsibility for observance of the Supreme Court decisions.

Professionally and politically, he is an ideal choice for the commissionership. We predict that his own great stature as a school administrator will add prestige to this branch of federal service.

Ask Someone Who Really Knows

THERE is little that's new in the "exclusive interview" with Arthur Bestor that *U.S. News and World Report* features in its November 30 number. The surprise element is that such a well established magazine should devote nine solid pages to a completely biased attack upon public education.

Administrators and school boards who are struggling to get enough money to build needed classrooms and to prevent even the poorest of teachers from seeking better paying employment elsewhere will be somewhat astonished at Mr. Bestor's naïveté when he writes:

"The real crisis in the American public school is not a financial crisis but a crisis involving the quality of the education offered."

Would Dr. Bestor also argue that he can buy *quality* in clothing, furniture or a new automobile

simply by offering to pay the owner one-half of its fair price?

Mr. Bestor tosses a bouquet to public schools in the Northeast, gives schools in the Middle West a black eye, and then sticks his elbow in the solar plexus of public education on the Pacific Coast.

"My impression is," he writes, "that the public school system is the best on the Eastern Seaboard today. I attribute that partly to a long tradition, which has kept quality high and which has been impervious to inroads of less desirable types of progressive education."

In the Middle West there has been a "watering-down of the high school curriculum," he writes, and on the Pacific Coast "irresponsible tampering with the basic curriculum is even worse."

Diehard fundamentalists who often are implacable opponents of federal aid for schools will find it a bit hard to lock arms with Mr. Bestor in his approach to federal aid. The University of Illinois professor would reject federal aid for schoolhouse construction, saying that communities can build their own buildings, but he would have the federal government take over *control of the curriculum*. Says he: "If the federal government is going to enter the picture, it ought to use its money to make sure that every high school in the nation offers a full roster of courses in the basic subjects."

What school administrators think of this cleverly revived presentation of Bestor propaganda probably is well expressed in a letter to *U.S. News and World Report* from Carl B. Franzen, superintendent of schools at Fort Morgan, Colo., and president of the Colorado Association of School Administrators. In a letter to Editor David Lawrence, he writes, in part:

"Why you should choose such an editorial policy—at this rather late date in the school 'controversy'—is hard to understand, particularly in what is normally considered a *news* magazine. The treatment was one-viewed, one-sided and propagandistic. It was prepared by those who obviously have little knowledge (if, indeed, any) of the pre-adolescent and adolescent and of the problems involved in pounding through indifference and apathy to secure some learning.

"While there were some facts in the article, these

facts were twisted and garbled. The writers swung wildly from half-truth and part-fact to unwarranted generalization. . . . [See *Wire From Washington*, page 116.]

"It would have been appropriate to present both views (and you don't have to go to 'professional' educators to get firm opinion that schools are doing well). Unfortunately, you didn't do that, Mr. Lawrence. The least you can now do is to have follow-up articles presenting the affirmatives of the work of schools. It is, frankly, your responsibility if you believe in a democratic America."

It would be interesting, Mr. Lawrence, if you were to submit the same *questions* (they are quite well written, you know) to someone who *really knows* and give him as much space as you allotted to the Bestor "interview."

Every Educator's Responsibility

IS IT too much to hope that educators can agree upon at least one or two of their professional responsibilities resulting from the Supreme Court decision on integration?

Actually, the court's decree placed upon school authorities a "primary responsibility" for the "full implementation" of its decision.

We're not thinking in terms of unanimous agreement. Such things don't happen in this country, especially within a group that thinks as independently as does the teaching profession. It does seem, however, that there are some obligations in this situation that could be accepted by every reasonable-minded educator.

The first of these is to try to understand both the intellectual and emotional forces that cause fellow educators to disagree with our own convictions. You and I are not qualified to take a positive stand until we have, without malice or prejudgment, sought to understand the other side.

In recognition of this obligation, The NATION'S SCHOOLS has endeavored to serve all of its readers through a series of articles reporting facts and feelings that are evident in the South. These materials, both verbal and pictorial, have been offered solely as documentary evidence.

The sixth and concluding article in the series, appearing in this month's magazine, also seeks to answer the question: "On what responsibilities can educators agree?"

The author proposes that there are some educational and humanitarian services for the Negro that should be the immediate and deep concern of all educators regardless of their attitude toward integration.

To give greater scope to the informational service this series of articles represents, the publishers have made available reprints of any or all of the articles at a nominal cost.

Although the articles interpret current situations,

the definition of trends is pertinent for study by any individual or any group that acknowledges a professional responsibility on the part of education for the eventual solutions of the segregation problem.

Last Bell

THERE'S a story back of the story of the resignation of Frances Horwich as supervisor of children's programs for N.B.C. Dr. Horwich is better known as the conductor of Ding Dong School. Ostensibly, she resigned because she was being "exiled to Siberia." More likely, the resignation is because of the decision of the network to discontinue Ding Dong School.

The story behind the story is of direct significance to education because it really represents the futile struggle of any conscientious educator to maintain a program on a network that will be free from the pressures of advertising.

Protests from parents and educators came quickly when, a few months ago, "Miss Frances" wove into her television visit with the children some direct selling of a product. It was not a question of the quality of the product but rather the fact that, during the almost hypnotic trance in which the small child lives during her program, she was exploiting the small child. Certainly there could be nothing lower in professional ethics than to use this manner of selling a product to small children. The practice was soon discontinued, and we would like to think it was because of Mrs. Horwich's objections to such a practice.

More recently, the practice has been for Dr. Horwich to end her program with the children, utilizing organ music or some other break, while she asks the children to bring their parents or the older members of the family to the screen so that she may talk to them—of course, about a product to be sold. In programs that we have viewed, the products offered have been worth while, and it is a service to tell parents about some of the suitable toys and books that they may buy for the small fry.

Apparently N.B.C. is not satisfied even with this kind of sponsorship. "Miss Frances" presumably was to be continued as supervisor of children's programs and was to go to Europe to study children's programs, which is a polite way of easing a person out of a job.

All this has meaning for the educator who is sometimes fooled by the arguments of the chain networks that they offer abundant time and talent for educational programs and there is no need for public schools and colleges to have channels reserved for nonprofit educational purposes. The next time this argument is used by networks, remind these propagandists of what they did to Ding Dong School.

The Editor

The NATION'S SCHOOLS

EDUCATIONAL CRISES

for 1957



**Study the Crisis Chart and stop worrying,
for school crises are normal events
once you get the hang of them**

By FREDERICK "Chalk Dust" MOFFITT

THE main thesis of this, my doctoral dissertation, is simple. It holds that during any given 12 month period there is no single crisis that should create pedagogical ulcers but rather there is inherent in school administration an over-all crisis pattern or a "crisis rhythm." Such a rhythm is S.O.P. (standard operating procedure).

If this theory is true, then educationally speaking a crisis is not a crisis but simply a normal event. This will be comfortable news for any superintendent who imagines that, in his crises, he is unique. In other words, a crisis in Chicago is closely akin to the crisis in Sugartown and is nowise different from the crisis in Punchbowl, N.J.

It might be asked at this point just what significance this over-all crisis theory holds for the school administrator. First, it suggests that he should keep this perspective well oiled and ready for long, hard mileage. Unfortunately, too few superintendents realize that a perspective is just as important as a winning basketball team. In the heat of carnage, they mislay their perspectives to their ultimate undoing.

The crisis theory also suggests that a superintendent should not overdramatize himself or the situation he faces, nor should he overplay his particular rôle. True, he is undoubtedly the principal actor, but he doesn't have to be the plot, the author, the producer, and the ushers at the same time. On the other hand, the theory does not necessarily imply a completely fatalistic attitude of what will be will be. Our Crisis Chart should be regarded

somewhat as a weather predictor. During the changing seasons, there is always a certain amount of wind, rain and an occasional tornado. If the weather map says "rain," it is reasonable to carry an umbrella.

If the reader is not now completely confused by these peculiar analogies, he will have noted that reference has already been made to a Crisis Chart. Here lies the heart of this dissertation. Over a period of years, in many localities and in periods of time varying from one week (no contract) to two years (no board meeting on account of personal squabbles), I have served as a school administrator. From much reading and disputed data, I have charted the course of the commonest crises in the life of the average school superintendent and am in a position to offer crisis counsel which may help to limit crisis length and severity. No wonder my original dissertation was rejected by an impractical graduate committee—never has so much wisdom been available to so many superintendents at so little cost.

With a modesty somewhat unusual to writers of educational dissertations, I do not maintain that our Crisis Chart is infallible. Like many similar educational discoveries (e.g. floating I.Q.'s, homogeneity *vs.* heterogeneity, modern reports, etc.) the chart can be relied upon only if a degree of caution is observed or until something better comes along.

According to our Crisis Chart, which we shall outline here, the first major educational climacteric of 1957 is the

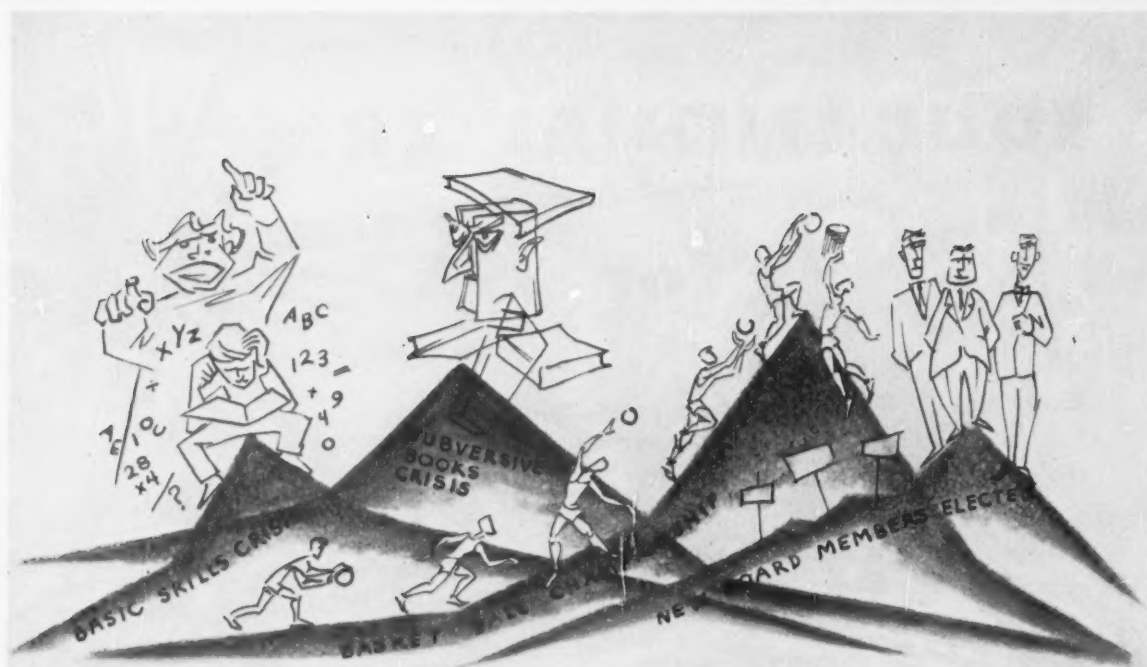
Basic Skills Crisis. This crisis is endemic among the citizenry, but for some reason it now breaks out in virulent form.

The public will demand to know why Johnny can't write or spell or swim or shoot or holler as well as its members imagine they did in their more tender years. Inspired by the gold that has already been mined from these hills, scores of authors will spring to their pens and prescribe nostrums galore. At least two volumes of such nostrums are already on the presses and will be released early in January. Undoubtedly more are being written.

HANDLING BASIC SKILLS

How best can a school administrator handle the Basic Skills Crisis? I will pause here to say that in obtaining valid data for my dissertation (yet unpublished) I sent questionnaires to all 48 state school superintendents. On this question they were not very specific. In general, they agreed that school administrators might be advised to take another gander at their curriculums and make sure that their basic courses of study do not amble too far from their preambles. It was also suggested that a little more "DR-LL" might be in order. One chief state school officer volunteered that it was time to "put more iron in the entire curriculum."

This suggestion does not necessarily coincide with the views of the author, who has seen so much iron in so many curriculums that they are either iron-bound or badly rusted. Almost every



JANUARY

FEBRUARY

MARCH

superintendent knows that, in the schools of today, the common learnings are taught better than ever before in our history. That is probably why he begins to stutter and get heart palpitations when false accusations on false assumptions are hurled at his curriculums. Nevertheless, if he would gird himself with a few statistics, which are readily available, he could spread more light and less heat in his speech at Rotary. Even the most fun-loving crisis will burn out if someone doesn't supply the heat.

OVERDOSE OF TELEVISION

One authority claims that the Basic Skills Crisis is probably caused by parental nostalgia, frustration, ambition, loss of memory, and overdoses of television. Every time a father sees some extroverted youngster glibly winning a fabulous sum by appearing on a TV quiz program, he hopefully catechizes his own offspring only to discover that his child is not particularly brighter than the mother is. Ensnare disappointment, chagrin, family recriminations.

One possible remedy might be for the school to train all youth for quiz programs and thus at one fell swoop settle all the educational and monetary problems of the world. Such a solution would, of course, demand a re-examination of present curriculums and the insertion therein of great gobs of trivia and histrionic preparation. The

easier course is probably to let the Basic Skills run their accustomed course.

BASKETBALL CALAMITY

For now our chart begins to show a feverish rise in the Great Subversive Books Crisis. True, there are other minor disturbances in the February-March period, but they are so easily recognized that they have no place in a serious study like this. However, for the benefit of younger school administrators, some of these annoyances should be mentioned. There is the Basketball Crisis. Whether the home team wins or loses the championship, the school superintendent loses, anyway. On the other hand, if the team doesn't even get into the final competition, that isn't a crisis, brother, it's a calamity! The answer is, of course, that the authorities should abolish (1) basketball or (2) championships or (3) superintendents. The third course will commend itself to many boards of education as the easiest solution.

TEACHER HEGIRA THREAT

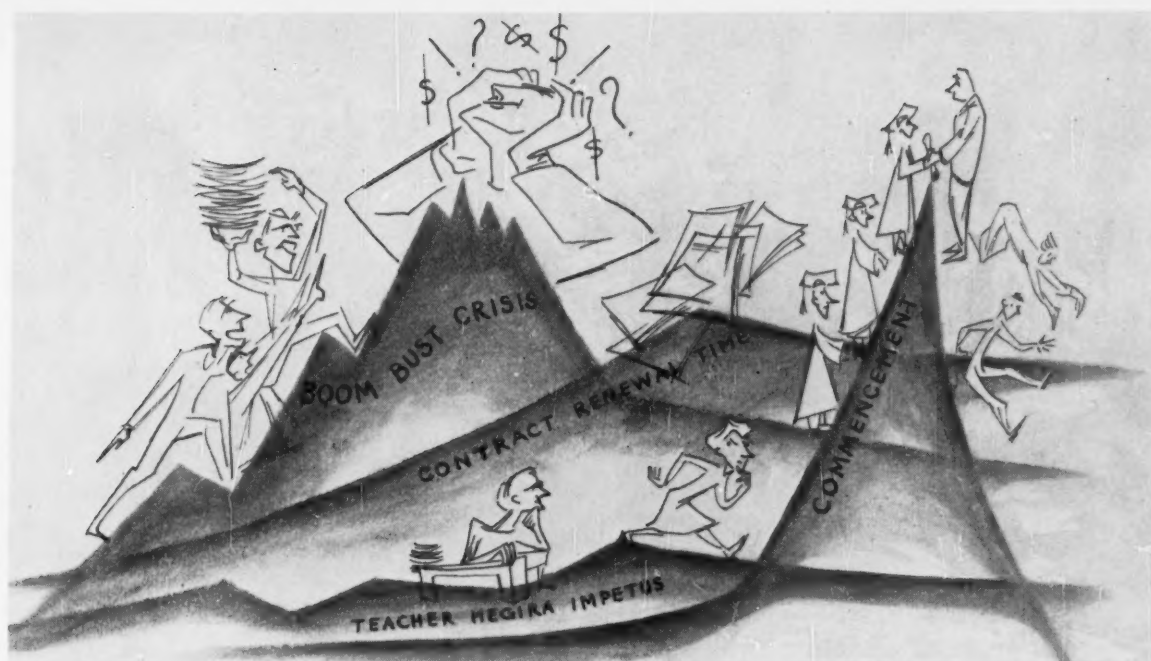
Another minor early spring disturbance is the Teacher-Hegira Imperius when agents from other hiring halls invade the local classrooms presumably to gain inspiration and more up-to-date methods. With complete candor and innocence, these low scoundrels spread propaganda about salary scales and working conditions which cause teach-

ers to become restive. According to our chart, however, this manifestation does not mount to the crisis stage until late in the summer when the school administrator is trying to grab a week's vacation. If there is an outbreak of Hegira in the earlier months, the wise superintendent will mark it down for discussion with his board of education. If such discussion is bootless, he may well consider the possibility of joining the Hegira himself. If you can't lick 'em, join 'em.

LIGHT ON S. B. CRISIS

The Great Subversive Books Crisis is a far more serious matter than is the premature Hegira, and here our collaborators, the 48 chief state school officers, give us little help. As a matter of record, their uniform response was: "No comment." Just why this particular issue raises its ugly head in February-March is not completely understood. The only known facts are that it is geographical, it is periodical, and, for the school superintendent who gets enmeshed, it isn't funny.

The S. B. Crisis is geographical in that it spreads from left to right and from Maine to California. It is periodical because it includes magazines, brochures, cantatas, phonograph records, speeches, great-uncles of victims of McCarthyism, and ancient volumes that have mildewed quietly on the library shelves for years.



APRIL

MAY

JUNE

There are, of course, many ways in which to gain nominal control of the Great Subversive Books Crisis: faculty committees, boards of education, groups of lay citizens, and library associations that will read, ponder and recommend. Probably, the final answer rests in the good judgment of the community, and that judgment can ordinarily be depended upon to arrive eventually at the right answer. In one state, when all citizens were called upon to enter complaints against any so-called subversive book, specifying line, verse and chapter, only four such complaints were made, two of them unsigned.

Come spring and gardens needing attention, the Great Subversive Books Crisis is usually handed back to the judgment of the school administrator, with whatever faculty or lay assistance he may request, and it seems to be the feeling of most of his constituents that any error he may make will be on the conservative side. The American people know in their hearts that few schools have lent or will ever lend themselves to subversion. This, however, does not prevent a considerable number of groups from having a merry time in the dullish days of winter.

APRIL'S SHOWERS

But with April-May a very, real crisis blips into our crisis chart. This is the Boom-Bust Crisis. It heralds its arrival with great cry and hue from

all sections of the public. The board of education meets to consider teachers' salaries. The board examines last year's budget with considerable pain and demands more stringent economies. It disapproves plans for dredging the swimming pool and reverses itself on any new building program. It suggests that the new baton for the band leader be cut in half and used more sparingly in the future. It examines the orders for towels and tissues and is severely critical of the amount of ink per capita.

BUSTING OUT ALL OVER

Meanwhile, the Citizens Committee and the P.T.A. storm the sanctorum with anguished cries for curriculum expansion and a new dictionary for the library. "Boom," shouts the committee on school buses, roofing and furniture renovation. "Bust," shout the Taxpayers' Association and the Friends of Mrs. Busty. "Boom," vociferates the Curriculum Group to Add Bird Watching and Binoculars to the Course of Study. "Bust," hisses the group opposed to more glockenspiels in the school band. In the midst of the tumult stands the school superintendent booming and busting all over the place.

What advice should be given to the school administrator who gets caught in the Boom-Bust? In all the professional literature there is not much specific help. It may be that Dr. Neal

Gross of Harvard has the best answer. "School boards," says he, probably with a slight twinkle in his eye, "should insist that their superintendents, like the President of the United States, who also lives in a pressure filled environment, take brief holidays during the school year." It is certainly true that if the school administrator is not able to steer a middle course between the boomers and the busters he is going to get a holiday and some travel opportunities not of his own seeking.

No one crisis really characterizes the Month of Roses. Our Crisis Chart reveals conclusively that June is a series of crescendoing crises. Many are well recognized, and mostly they are good clean fun where no one gets spattered but the school administrator. School superintendents, by and large, are able to take June in their stride and even extract a considerable amount of enjoyment therefrom.

ANGLES ON COMMENCEMENT CRISIS

Of course, the biggest June crisis is Commencement, and there is no need to elaborate on the indecent details. Commencement itself is a small crisis building up to the final debacle and the average school superintendent, through training and experience, is not particularly fitted to meet the various manifestations that are sure to arise. Happily, however, all superintendents are completely confident of



JULY

AUGUST

SEPTEMBER

their peculiar abilities to handle the histrionics of June, and repeated catastrophes fail to shake their aplomb.

It might be worth while to enumerate an abridged list of problems that constitute the Commencement Crisis: (1) exhortations to get scholastic cooperation from participants who are being prepared to commence; (2) similar efforts to inform parents that there are a number of noncooperators who probably will not commence; (3) decisions on the types of credentials that are to be issued to commencing, *i.e.* honor diplomas, signed diplomas, unsigned diplomas, diplomas with credit, and diplomas issued strictly under pressure; (4) selection of valedictorians *vs.* salutatorians with identical scholastic averages; (5) fumbblings when twins with a .001 scholastic difference both demand valedictorian status; (6) organization of military and flanking maneuvers to ensure the safety and glitter of Commencement participants; (7) arrangements for bands, glee clubs, pageants, baby-sitters, and the general confusion which is an integral part of the Commencement process; (8) provision for ample and fair seating arrangements, even when such seatings are impossible; (9) rehearsals for impossible time schedules and marching tactics; (10) getting an orator who himself is not a prospective candidate for the superintendent's job and who will leave quickly as soon as he has been underpaid; (11) polishing the proceedings with showmanship and reasonable brevity, and (12) handling the awful aftermath.

This list does not include such problems as alumni dances, receptions, visiting firemen, and the ever dangerous cap-and-gown controversy, which can be expanded into a volume of woe in itself.

Some superintendents handle the whole Commencement business by appointing faculty committees on arrangements; others leave it in the hands of the students or cooperating parent groups. Both of these expedencies always get out of hand, but the community is long-suffering and usually quite tolerant.

MOUNTAIN CLIMBING IN JULY

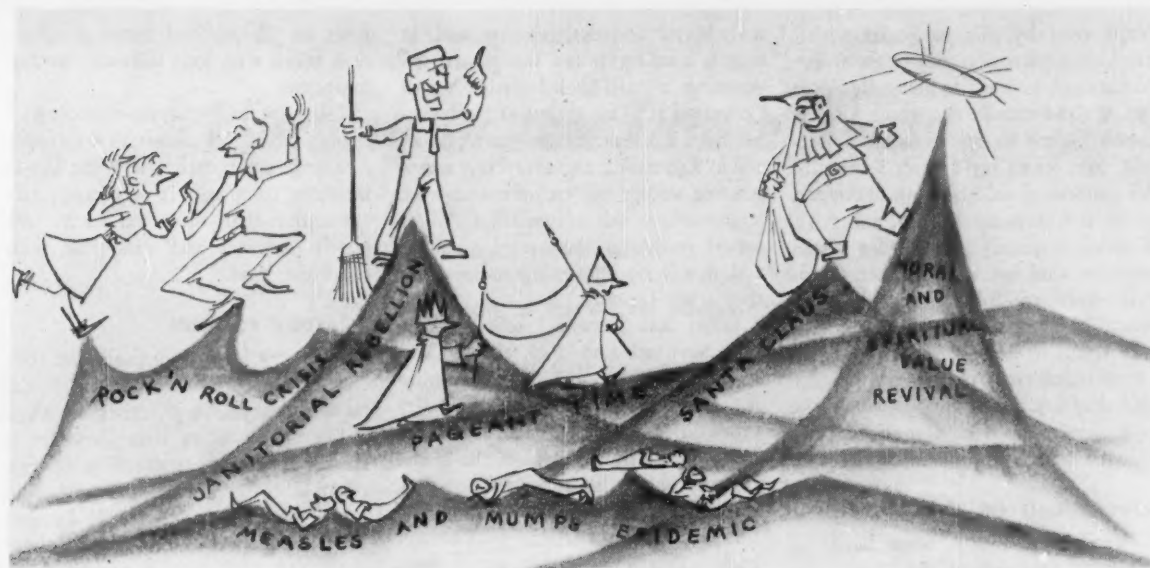
Having existed through June, here we are in July, and Commencement is over. The school administrator, exhausted but triumphant, is ready for the vacation he has earned so thoroughly. Does he get it? There may be boards of education which still hold to a 10 month schedule with a leisurely time for pause and refreshment. Civilizations may still exist where a school superintendent may rusticate in the summer and renew acquaintance with his family. But not in America, where the sound of the bulldozer is heard in the land, where curriculums must be tinkered with, and where provision must be made for increasing enrollments. The generally accepted fiction that school superintendents jump and sing in the mountains or at the seashore during the summer months is completely false. The only mountains that the school superintendent ever finds time to climb in July are those

on the Crisis Chart, which now begins to resemble a combination picture of undulant fever and delirium tremens.

At this juncture the conscientious school administrator may begin to feel discouraged and suspect that nobody can possibly survive the business of school administration. "Is there no balm in Gilead?" he may ask himself in despair, as he compares the salary scales for truck drivers and Good Humor men with his own desiccated income. The answer is an unqualified affirmative, inasmuch as the Crisis Chart takes no account of the fringe benefits, which are probably greater in teaching than in any other profession on earth.

The chart does not point out the excitement, the fun, the professional triumphs, the uplift, and the adventure that are part of school administration. It fails to mention the thrill of discovery and the comfort of wisdom, the adventures in fellowship, understanding and human relations. It takes no account of the glory which every school teacher is bound to experience in greater or less degree, knowing that he is a small part of a great plan which guarantees the future strength and resources of a free people, realizing that he is an agent in increasing the skills and competencies, the truths and friendships, the aspirations and dreams of humanity.

These are July thoughts which it is good to dwell upon. Despite the humidity, our summer chart shows a definite drop in temperature. The effort of inducing a horde of humanity to



OCTOBER

NOVEMBER

DECEMBER

"develop a respect for the true, a taste for the beautiful, and a devotion to the good"¹ is temporarily suspended. It may be replaced by personal and family crises, such as the inability to get a job as attendant at the local gas station or the struggle to finance a few weeks at summer school, but these events are occupational hazards of minor significance. They allow a breathing spell for the sharp upward swing of September. For now the chart begins to gyrate dizzily, and uneasy days are ahead.

The biggest September hubbub is, of course, concerned with the teacher shortage. This has been gaining momentum ever since that unfortunate visit of our esteemed colleague, the one-man teacher employment agency from the Hungry Hollow District. Another crisis that occurs at about the same time, although less publicized, is equally devastating. This is the Age-of-Entrance Squawk, purely a seasonal development. During this latter melee more school superintendents are laid end to end than one really cares to contemplate.

TEACHER SHORTAGE MENACE

The Teacher Shortage Menace, a year-round worry, causes real reverberations only in September when teachers fail to show up and substitutes have to be found for substitutes. When little Mary comes home from school

¹Instead of taking so many tranquillity pills, the school administrator is advised to read the editorial in the *New York Times*, Nov. 13, 1956, and obtain copies for his citizenry.

to report that she is, pedagogically speaking, "uncovered" or that her new teacher is a TV set and a seeing-eye dog, parental wrath quickly asks how come. The school administrator knew what was going to happen, but there was not much he could do about it.

BIGGEST HEADACHE

There is nothing particularly new about the teacher shortage. It was prevalent when Ichabod Crane was gypped by his girl friend and hurriedly left the community for fields where he might earn more and be appreciated. For many years both taxpayers and educators have encouraged the teacher shortage by experimenting with Lancasterian systems, Batavia plans, and 50 pupil classrooms. But the shortage will never be solved as long as the American people continue to produce at such a lively rate and then spend more money on gum than on the fruits of their production.

In September 1957 the teacher shortage will reach such a peak that our consultants, the chief state school officers, who see the larger view of the problem, are pretty worried. In reply to the questionnaire sent them, 15 of the 48 chief state school officers rated the Teacher Shortage Crisis as their biggest headache.

It is probable that any school superintendent can relieve the crisis in his own district by frankly discussing with his board of education that immodest and disagreeable topic known as the "s-l-ry situation." This is a course of action by which one district can tem-

porarily beat out the brains of its neighbors, possibly for the common good.

The only other solutions seem to be (1) recruiting housewives, baby-sitters, and other innocent bystanders, (2) rescraping the bottom of the scraped barrel, or (3) renting billboards to tell the public. One large state education association is now engaged in such billboard activities rather effectively.

One of our state consultants seems to favor some vague plan of teacher utilization by which the teacher will be relieved of bank day, overshoe-raincoat manipulation, clerical work, and general housekeeping. Another suggests that educational television may be an answer, and, if he gets hoisted on his own petard, good enough for him! It is possible that time-motion studies will show how better to utilize the teacher's day. About all such studies reveal so far is that any given teacher can go around faster doing more and more of less and less. The problem remains.

SQUAWK ON AGE OF ENTRANCE

The Age-of-Entrance Crisis, which is partially related to teacher shortages and crowded classrooms and which invariably rears its ugly head in September, is a much more tricky problem and calls for a deeper knowledge of birth control and mathematics than the average superintendent of schools has.

For the benefit of the younger superintendents who have not yet been

swept away by this particular whirlwind, an explanation may be in order: Educational authorities generally agree that a child should not enter kindergarten before he has reached a "certain" age, let us say 4 years 9 months. All children should be born, therefore, on or before midnight December 31, in order to qualify properly for school entrance some future September. If this rule were carefully observed, there would be no crisis. But every community seems to have an abnormal number of uninformed or stubborn parents, and they are the very ones who make life miserable for a methodically minded school administrator.

APPEASEMENT OR TESTS

Various solutions have been attempted to mitigate the Age-of-Entrance Crisis. It can be solved by changing the by-laws of the board of education at every meeting, thus gradually lowering the age qualification hour by hour and day by day. This is known in diplomatic circles as appeasement. The solution is not recommended. A second escape route is by the use of readiness and psychological tests in order to forgive the chronological age and substitute therefor a mental or social readiness age. This device is more elastic because personality tests are easier to juggle than birth certificates and a dog house is preferable to a jail sentence. In the present immature state of psychological testing, the solution is not recommended. For those administrators who must solve the Age-of-Entrance Crisis, it is hoped that this explanation has clarified the problem. In fact, the reader may well wonder why it was ever brought up in the first place.

ROCK-N-ROLL DELINQUENCIES

For now it is October-November, and another crisis takes over our Crisis Chart. This is the Rock-n-Roll Crisis, more commonly known as Juvenile Delinquency. The crisis reaches its height following Halloween and lessens in severity somewhat later, if at all. In every community the problem assumes different shape and form and is affected by a variety of circumstances.

The present author is one of the few superintendents who have solved this crisis rather successfully. When it seemed to be getting out of bounds at Sugartown, citizens meetings were called; the problem was discussed frankly; it was viewed and reviewed

with horror and exaggeration, and, at length, a statewide law was passed appointing a well-heeled State Youth Commission. This action, at least temporarily, has brought the matter to an end at Sugartown, and everybody seems satisfied except the citizens who were appointed to the commission. Their report is due at the next legislature, and it will be interesting to see what they come up with.

Other less successful school superintendents tried to duck the Rock-n-Roll Crisis by attempting to minimize it. After having been rolled a few times, they are not so certain. One common solution is to place the blame on the home, the parents, television, the police, the current state of civilization, or anything else that can't answer back. This is probably not a very good solution, but if anyone expects a simple doctoral dissertation like mine to come up with any answers, he is more naïve than a school superintendent has any right to be.

PAGEANTS AND MEASLES

In somewhat more cheerful vein we examine the December chart and here, indeed, is pleasant news at last. Of all the months of the year, December has the most happy crises that a schoolmaster can hope to find and bless you merry, gentlemen!

It is true, however, that the school administrator who gets through December without the liberal use of excess aspirin and arnica may consider himself fortunate. For now it is Pageant Time plus the December Charity Drive, the Annual Measles-Mumps Epidemic, the Lost Overshoe Mystery, the Great Alumni Visitation, the Multitudinous Santa Claus Dilemma, the Overtime Parked Siblings Conflux, the Moral and Spiritual Values Revival, the Janitorial Rebellion, and many other similar whodunits.

DECEMBER CRISES TOTAL 210

The music teacher sends his annual requisition for 50 child performers to be trained for pantomime, super-cargo, and minor singing rôles. Following his selections, parental wrath falls heavily on the innocent superintendent, and the difficult decisions as to who will be cast for first-class angels (singing angels), second-class angels (monotones and ushers), and third-classes (nonparticipants) can cause more trouble than a busted boiler. The superintendent who is inclined to classify this problem among the minor head-

aches of his job had better keep in close touch with long distance moving companies.

There are, of course, many other December crises. My dissertation includes 210 such emergencies, and the list is far from complete. It is a happy circumstance that these exigencies are purely seasonal and disappear with the New Year.

STRATEGIC POSITION

And now for my summary and conclusions.² It is evident that 1957 will be a boom year with crises as usual.

Despite all the evidence, however, it is the considered conclusion of this study that (1) there are no crises in school administration and (2) a school superintendent is foolish to worry about them and (3) there is not much he can do about them, anyway.

But let him be of good cheer! Because of his exciting experience with people and parents, with teachers, children, curriculums, buildings, finances, furnaces, psychology, school buses, public relations, and merit ratings, the school administrator still remains in a strategic position. Because of his demonstrated ability to survive, step lively, and think quickly, the world is his oyster, although he sometimes fails to find as many pearls as he hopes or as society thinks he should.

REWARD: MASTER OF CRISES DEGREE

By hard work, some study, and considerable agility, he will eventually earn the degree of Master of Crises, and this he will find more helpful in his work than many of the scholarship keys that should have been awarded him during his scholastic career. He is thus eminently fitted for almost any position on earth, for he has seen everything and pondered the imponderable. If, in his present job, he fails to meet the crises of 1957, he can always find another position where the self-same crises are patiently awaiting the happy solution which only he can bring. He must ever remember that in his hands lies the fantastically difficult business of helping to determine the shape of things to come, and this is the Great Crisis which he must help to solve if civilization and democracy are to be made and kept strong and safe and free. #

²The reader will note that the conclusions reached here are diametrically opposed to the evidence presented. However, this seems to be the accepted pattern of most doctoral dissertations.

Teaching in the Future Tense

**Six gigantic problems beset our nation.
Each demands a forward looking instructional
program for our younger citizens.**

ERNEST G. LAKE

Superintendent of Schools, Racine, Wis.

EDUCATION of our future generations must be planned to meet the problems of the future. When educators lose contact with these realities, education soon becomes an instrument of the past rather than an instrument for meeting the problems of today and tomorrow. Many of these problems are already clearly discernible and have important implications for the pattern of the schools of the future.

The continued growth of automation in industry will mean fewer jobs for the unskilled and more jobs for the technically skilled. The schools will be expected to retrain many and to offer many new courses where new knowledges will be required.

The tremendous growth of our expanding business economy, the increase in bigness of industry, and the ever bewildering complexity of the economics of such growth will demand more information and better understanding by our pupils and effective, intelligent action of all our people on such matters.

The acceptance of the United States, by the people of the world, as the destined leader of Western world politics will require citizens informed on world affairs and world peoples, capable of accepting a leadership rôle. Pupils will need to have a thorough and scholarly background in the history and geography of these lands, both Western and Eastern.

The immediate growth of our population promises large numbers of

the youthful and of the retired. Both groups will be more and more dependent on a diminishing working population of middle aged persons to support them. The long-range outlook is for a tremendous growth, in about 10 years, of a new, even larger crop of workers coming on the scene each year. For educators, the immediate implication is the necessity for not wasting human resources, for directing all who have the necessary ability into advanced training opportunities. For businessmen, the long-range implication is the importance of planning work opportunities for double the present number of high school graduates by 1965.

Cold war tensions, increasing dependence on material satisfactions, and fear of the new powers of atom bomb destruction, all combine to make people less secure, more apprehensive and fearful. An alarming increase of mental illness among the people of our country has accompanied these developments. Educators will need to direct their attention to providing the kind of education which is not too narrowly vocational and practical but which also includes broad opportunities in the humanities and permits the proper establishment of moral beliefs and habits of good faith. The school, the church, and the home can best work together in guaranteeing to our youth moral and ethical values conducive to meeting the fears of a world under tension.

The democratic way of life as we have known it in America is under

careful scrutiny by half of the world, while the other half works and plots to replace these principles with others foreign to our way of life. As individual citizens and as a nation we must demonstrate to the onlooking world that we not only understand these principles but that our every act exemplifies these principles. Our schools must learn to establish in each pupil a thorough understanding of the tenets of Western civilization and must likewise guarantee to each boy and girl the opportunity to practice democratic citizenship in each of our schools.

The great glory of public education in the United States is the great faith everybody places in education. Though we have our critics, that is the democratic way and is as it should be. Few question the wisdom of the great "American experiment." In the decade ahead, many more citizens will need to "join up" if our challenges are to be met. We will be plagued by a shortage of teachers, a school plant shortage, and increasing costs financed with an inadequate tax source. Expansion of present facilities to meet a 40 per cent larger student body is comparatively easy. The real challenge to educators is to maintain and improve the quality of the instructional program of the next decade. I believe that, with the active support and co-operation of an interested public and with the support of an alert and able staff, this task can be accomplished, and thus we can secure to our children competency to face the problems of the America of the future. #

SCHOOL ADMINISTRATION HAS CHANGED

*to meet the demands of the community
for broader service from public education*

ERNEST O. MELBY and E. DUNCAN GRIZZELL

As Interviewed by JOHN W. PARKS

TWO DEANS among deans of school administration compare the "then and now." Ernest O. Melby, distinguished professor of education, Michigan State University, resigned as dean at New York University after 11 years at that post. E. Duncan Grizzell resigned this summer after eight years as dean at the University of Pennsylvania but is remaining as professor of education, thus continuing his 34 years on the faculty there. He started his professional career in education in 1905; Dr. Melby began his teaching in 1913.



E. Duncan Grizzell



Ernest O. Melby

Is school administration becoming more demanding and arduous?

MELBY: It is becoming so arduous that we are in danger of losing many people who are in school administration as well as discouraging many potential leaders. The multiplicity of the duties and demands made upon a superintendent exceed those made upon many of our governors or heads of large corporations.

GRIZZELL: It is entirely possible for any administrator to find himself in a situation that has deteriorated to a point that makes his job exceedingly difficult. In the main, the job itself isn't so much more difficult than it has been. But there has been a decided shift in the types of problems confronting the administrator. These new problems do demand time for consideration, and in this respect the job is more difficult.

How has the public's concept of the rôle of the school changed?

MELBY: There is no question but that it has changed. The public is expecting more and more of its schools.

Just one aspect of our changed society, the increased number of working mothers, has demanded more action on the part of the schools in relation to health, character, education, and the general well-being of children. There are also those who criticize us for doing too much.

All of which points up the need for more cooperative relationships among homes, schools and the community. This area promises to be one of the most important for future development.

GRIZZELL: Typically, the patrons of today have been graduated from our schools within the last generation. During their attendance at the public schools they saw the schools increase the area of their responsibility to a con-

siderable extent. Now they are willing to see this responsibility extended even more than before.

This change is not necessarily bad. We would do well to remember that any social institution ceases to live when it ceases to serve the expectations of its society. Any administrator would do well also to study his community thoroughly, learn its sources of wealth, know the intricacies of local political maneuvering, and do his best to see that his public is familiar with its schools.

How has school administration changed in the past quarter century?

MELBY: Probably the biggest change has been in its professionalization, with its body of knowledge and skills. It is much more involved with the community than ever before.

Along with the use of more teachers in its functioning, administration has become more democratic. There seems also to have been a transition in administration from an emphasis on education to an emphasis on business acumen.

Schoolmen have been more effective as managers than as salesmen of education to their communities. Most notable in this area has been their failure to inspire the educational staff and the public to fulfill their potential rôle in, or duty to, the schools.

GRIZZELL: Probably the greatest change has come about in leadership itself. Not only has there been a break with authoritarian administration but there has been a break with tradition in general and the limitation it imposed.

In the various state departments particularly there has been a shift to more imaginative policies and programs. A good illustration of this is the shift of the New York regents from a rôle of acting in a strictly inspectorial capacity to the adoption of a policy that calls for giving aid where it is needed and requested.

Most evident in the East has been the overshadowing of education by politics. Political interests have hedged in education so much that sometimes not even the status quo can be maintained. Let us speak charitably: The politicians haven't deliberately set out to ruin education; education was something that didn't have to be taken into consideration to get votes.

In this respect administration has fallen down. We have been either too timid or too frightened to speak out for ourselves. Administration must provide the leadership that will lead eventually to a public that will demand that education receive that which is its due.

What should be the attitude of the administrator on merit rating?

MELBY: It should be the duty of the administrator to establish objectivity and open-mindedness in any consideration of merit rating. Not only should he strive for this in others, but he is in an uncomfortable position, for he must escape prejudice either for or against individuals. If a merit rating program is adopted he must assist in developing sound methods of administering it.

We will be driven, almost literally, to some program of merit rating. The teaching profession will never be able to attract the best of our young people until we are able to pay them. However, there is a great need for more study, data and experimentation before any general program is possible. Particularly deserving of study is the impact of merit rating on teacher, child and community.

GRIZZELL: Since merit rating brings forth a rather emotional reaction, it should be the responsibility of the administrator to see that it is handled as carefully as possible. Any movement in this direction should be slow!

Teachers are involved primarily, and therefore the problem should be studied thoroughly by their professional organizations. Teacher training institutions should provide also an opportunity for research. In essence, any approach should be made through a long program of research and education.

What is your feeling about involving community people in planning for the schools?

MELBY: I am very strong for it—we have to develop an education centered community. For everything it does is education, and we must help the community see itself as an educational enterprise.

GRIZZELL: If we don't use the people of the community for constructive purposes, their normal interest is likely to take an uninformed, harmful turn. By all means involve as many as practicable.

Does this extend to all aspects of the school?

MELBY: Not to "how to do it." The lay contributions should be confined to policy and the program aspects of education. This does not mean that we should not use community specialists in various fields as resource persons.

GRIZZELL: Obviously, there are many details about the schools upon which they are not qualified to express an opinion. These are usually of a purely mechanical nature. Neither does use of a lay committee mean that its members have any legal authority. Such authority rests completely with the board of education.

There seems to be a tendency for people to expect the schools to assume more and more responsibility for the individual welfare of the child. Do you think this tendency will increase?

MELBY: It does exist to some extent in every school situation. The intensity of the demands made depend upon the unique circumstances of each place. There is no absolute limit as to how far it can go, but the schools should investigate to determine just what their rôle is. Perhaps the schools would be wise to be the mobilizer in this case, rather than the mobilized.

GRIZZELL: This trend is very evident. The schools must serve the community, but they should be discreet in what they assume and not get involved in functions that could be better handled elsewhere. Schools should complement and strengthen the family, not usurp its responsibilities.

Represented here is a fertile field for research. There is also an indication that the schools have been negligent about assuming their proper responsibility for the welfare of their graduates. We do not attempt to find out how we can help them, or how our program could be improved if their experience were used as a guide.

Where is research most needed?

MELBY: We need research to develop and test theories of administration. There is some evidence that our concepts of administration are no longer completely valid. This might be remedied by research in an area that has been overlooked for the most part.

GRIZZELL: Publicity arising from the various attacks on the schools might lead us to believe that research is most needed in the areas of the attacks. This doesn't necessarily follow, but it does show the lamentable lack of research in general.

We should have under way now in the major universities, and in cooperation with the state departments, a continuous program of research in all the major educational areas. Investigation of almost any educational area indicates a lack of continuing, intensive study essential to stable progress.

How can we get better research?

MELBY: Most of the research being carried on today has two main faults. Too much is spent on organization, and the research is too isolated from the situation it seeks to improve.

Improvement in research would seem to call for remedial action in these areas. We should try to test our theories right at the community level. In short, we need more studies in the actual situation.

GRIZZELL: Experience has shown that grants from foundations are usually enough to get a study under way, but not enough to carry it on adequately. If the states are to assume responsibility for education, it would seem that financing research is their responsibility. This usually evokes fear of domination by government, either state or federal. But if the past conduct of the United States Office of Education is any criterion, this fear is groundless.

How can we increase interest in the schools?

MELBY: You can never tell someone to be interested and expect his automatic interest. It would seem that partici-

pation is the quickest road to interest. Every time we get someone to do something for us we have won a friend.

GRIZZELL: It is interesting to note that, when more people are involved in any project, they seem to generate a corresponding increase in interest, both direct and indirect. This does not mean that we have to go out and start new groups; we should use existing groups more.

How could you reconcile a condition that would place professional ethics and standards at variance with the practicality of a situation?

MELBY: Of course, this depends upon what and where. However, if the conflict is too acute, it would be best to resign. This does not mean that we can ever accomplish what we would like instantaneously. Our program should be one in which we accept the community as it is today and go on from there, striving for gradual improvement.

GRIZZELL: The idea of sticking by your guns and going down with the ship is very noble, but nothing is really gained. At the same time you are committing suicide, you are ruining any chance of accomplishing your goals. School administration is often a question of timing and strategy within a framework of a long-range program.

Do you think we have done well by grouping retarded children or gifted children?

MELBY: We have done better by the more gifted child, but not by everyone. Our problem is to help each child do his best with what he has. There is a trend to give more attention to gifted children, but singling them out and giving them a label is not good educational practice.

Sheer lethargy often holds us back from making improvements we should. We should see to it that no child is deprived of the opportunity of free association with all children. At the same time we need to utilize their talents, and special classes would seem a good answer.

GRIZZELL: Organization doesn't have much to do with it. A short time ago we inaugurated the junior high school program, expecting it to cure all our ills. It didn't. Rather than the organization, it is the philosophy that is followed that determines the success of any effort.

The tendency is to give more attention to those with low ability. Not only do they demand more, but we have been just too sentimental.

Our practice indicates that we believe the bright child can go it alone, but the drop-out statistics for the bright child are frightening. This terrific waste is representative of one of the most undemocratic activities of our schools.

It is possible to misinterpret this as a plea for an intellectual elite. It is not. Rather, it is a plea that we use well our brightest people, regardless of their origin.

Does higher education exert too much control over the public high schools?

MELBY: Yes, it does, but it is interesting to note that the high schools don't use the freedom they do have.

GRIZZELL: It probably does more than it should, but it is not a troublesome problem. This influence is most felt in the college preparatory schools. Therefore, the influence would be most evident in those cases where a college preparatory curriculum is given the most importance.

How can the relationship between high school and college be improved?

MELBY: Education will become infinitely more efficient when all the groups involved in the process accept education as being a continuous process rather than various levels separated by barriers. When this is done relations will improve, for now we pass the buck as to which party is to blame. We can also improve relations by improving communication between the various levels of education.

GRIZZELL: When differences exist between these two, they can be resolved by each recognizing the importance of the other institution to its own cause. Progress can be made best by their uniting because of a mutual interest in improvement.

How large should the high school be before its expensive facilities should be duplicated in another building?

MELBY: Obviously, a building that is too small cannot provide the necessary facilities economically. Probably around 600 to 800 students would represent the optimum size. If the population exceeds a thousand the personal contacts are lost for the most part. The school can become so large that it is a mill; it's just too large for belonging.

GRIZZELL: An optimum size would be around a thousand. This does not mean automatic duplication if the enrollment seems unlikely to exceed 1500. The size should not grow to such a point that the personal, social and specialized competencies of the student are likely to be lost because of the complexity of the situation.

Are teachers organizations tending to concern themselves with teacher welfare rather than with matters of a professional nature?

MELBY: Almost purely so. The drift toward more and more attention paid to sick leave, salary and similar matters has been too obvious.

GRIZZELL: There is much evidence to prove this to be the case. It is indeed unfortunate that they should do this to the exclusion of their main purpose.

What should be the function of such voluntary teachers organizations?

MELBY: Their decision to focus their attention on their own welfare rather than that of the children was unwise. When we ask for something for ourselves we are placed in an embarrassing position, but working for the welfare of children is not inhibiting or embarrassing. If we had worked more for the welfare of our charges, our own well-being would have improved proportionately.

GRIZZELL: It should lie in the improvement of the professional competence of the people they represent. This could be done in the area of research and in the giving of aid in inservice training programs.

What is your opinion of contemporary school architecture?

MELBY: A visiting English architect once commented that we build our elementary buildings as homes for children and our high school buildings as homes for subjects.

On the whole we are doing our best work on the design and construction of elementary buildings, less effective work on the high school level, and virtually nothing on the college level.

GRIZZELL: By and large it appears very satisfactory and functional. However, there are two points that need careful consideration. There is a danger present when we design and construct a school building without first determining exactly what the program of education to be conducted in that building will be. Second, there is the problem of making the building flexible enough so that the educational program of today won't limit a future program.

What is your opinion as to the need, or value, of a 12 month school program?

MELBY: The public has every right to expect better use of the school plant, but that doesn't mean that school as a classroom type of program should necessarily continue throughout the year. Perhaps a program of camps for the summer would be wise. Educationally speaking, the practice of turning children out for the summer to vegetate is extremely unwise as well as wasteful of the time of the children and the teachers. Parenthetically, teaching won't achieve its proper stature until a 12 month program is in effect.

GRIZZELL: Most of this discussion arises over the apparent need for greater utilization of our physical plants. Speaking educationally, this is not the crux of the problem, although there is no question that we could use our facilities better.

Our nine months' program ignores the psychology of learning in that we allow a child too much time to forget. There needs to be a summer program of practicing what has been taught, a "coordination of theory and practice."

What is most needed for the improvement of the public school program?

MELBY: It is impossible to be explicit, but the future should see improved communication among the interested parties who work in a community to improve the schools. This would also hold true within the school itself. There should be a better understanding among the various components of the schools.

GRIZZELL: The future will probably see a greater recognition of the importance of personal experience in education. This will involve fewer barriers and more relationships between theory and practice.

What needs do you see for the future which we would do well to prepare for now?

MELBY: When we look to the future it helps if we can look back and see our mistakes and try to rectify them in the future. We have been called the best informed people in the world, but that does not mean we are the wisest. Our information has been of too specific a nature to be of general use. The task for the future then is to educate a people that can adapt itself to changing times.

GRIZZELL: Care should be taken lest we come to believe that we can tell exactly where we are going. There

is too much chance for making poor guesses. If we train a student for a certain future which we say will develop and it fails to develop, his education has been at fault.

Our concern should be more with the development of an individual capable of making changes and capable of re-evaluating his position in the light of what has occurred. If we can achieve versatility and adaptability in our students we will have done our job well.

What do you see as the major educational administrative problems and challenges for the decade ahead?

MELBY: We need to find ways of vitalizing our community and its resources, of seeking not only better schools but better communities as well.

More attention should be paid to the education of teachers in the field of values. The contemporary philosophy would seem to place too much emphasis on the material.

Today, as never before, we need to increase our plans for education in human relations. We haven't shown a great deal of skill in the past in our ability to get along among ourselves.

GRIZZELL: If I named only one it would be a fight for the proper share of public funds. But most of our problems will arise through the changing nature of our society. The change in the age group proportions of our population has been marked, in that the percentage of younger and older people has increased while our producing group has decreased. Yet society has the responsibility for improving the conditions of both extreme age groups.

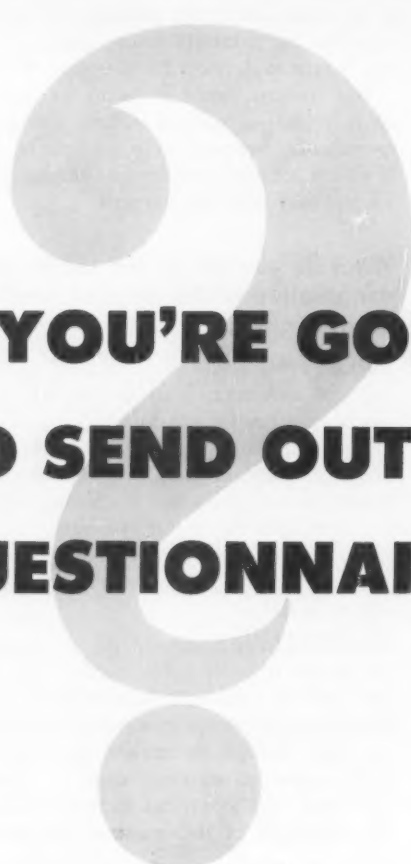
At this stage in your career, what is your feeling about education in general?

MELBY: On the whole, our progress, though not startling, has been significant. We are caring for more people with more programs, and at the same time giving consideration to the individual differences in the groups involved. Financially speaking, education is currently providing as much as business or industry, hour for hour. Unfortunately, we haven't escaped the materialism of our society and have tried to get happiness from acquiring "things." All of which points up the desirability of an examination of our philosophy.

GRIZZELL: Although there are a host of problems yet to be overcome and new ones are developing all the time, we seem to be in a very good position to face them. Moreover, there has been steady improvement in our position over the years.

The various attacks on the schools have indicated a certain measure of our strength. In most instances we have weathered them and come through with our basic philosophy more firmly founded.

Criticism should be welcomed, not deplored. Much popular criticism may be caused by lack of understanding of the purposes and programs in education. Some may be caused by deliberate falsification by anti-American minority or pressure groups. Some criticism is fully justified and is the leaven that promotes progress. Persons making the first type of criticism need continuous education; those making the second type need intelligent exposure of their real intentions; those making the third type are our great hope for continuing improvement of democratic education.



SO YOU'RE GOING TO SEND OUT A QUESTIONNAIRE

HARRY I. WIGDERSON

Director of Research
Public Schools, Peoria, Ill.

AS A director of research, I am expected to collect all available educational knowledge pertaining to a particular problem so that the administration may analyze these data, then make a decision based upon factual information. Since getting answers is closely allied to answering questions, I was designated as the official answerer of all but queries of a specialized nature. From three to five questionnaires a week have found their way across my desk. Recently, after spending two and a half weeks answering a 20 page doctoral questionnaire, the results of which I know full well will gather dust in the library stacks of a southern college, I asked myself if it really is necessary to send out quite so many questionnaires.

School people seem to be follow-

ing the policy of: "When in doubt, use a questionnaire." When they don't know exactly what they are seeking, they formulate a series of questions, the answers to which *may* give a clue to the nebulous doubt clouding the horizon. "Seek, and ye shall find," but if you don't know what you are seeking, will you know when you have found it? Before sending out a questionnaire, an educator should determine whether this procedure is a sound project. To determine that, he should make these counter-checks:

COST. Make a complete cost analysis of the total production of your questionnaire. Then ask yourself this question, "Is what I want to find out worth this cost?" The analysis would include: time spent in formulating

questions, labor costs of producing the questionnaire, time-study costs of answering, costs of compilation, costs of publishing the results, as well as paper, envelopes, stamps and unavoidable waste items.

Let's look at the dollars and cents involved. A committee of five teachers evolves a series of questions in four weeks, working two hours each day. The questions are worth \$600, just as they are. Admittedly, too little time has been spent in the formulation of these, yet already there is a sizable investment.

Keeping the estimate simple, add \$50 for getting the questions to those from whom you wish an answer. This would include paper, labor, publication of the questions, and mailing costs.

If it took each administrator to whom it was mailed two full hours to answer, and 30 of the sample answered, the time-cost of answering would exceed \$200. Compilation and publishing costs could be estimated at \$100 in this example. You now have results that have cost \$1000.

Are these results really worth that expenditure? If you believe the costs in the example have been figured with a heavy pencil, let me say that I have filled out a questionnaire whose total cost of answering, to the participants alone, has exceeded \$1200.

USE. Now that you have tabulated the results of your little masterpiece, what have you? You have a normative survey. What does it tell you? It tells you what others are doing. In other words, there are *no signposts to progress*. American progress, of which we are justly proud, has been achieved by departure from normative practice. Detroit has just revealed some startling new car designs. The modern, low-slung, highly powered product of the automotive assembly line is a far cry from Henry Ford's concept of a car for the masses. Yet we'd still be driving Model T's if the automotive industry had based its achievements on normative practices. Is the innate desire of an educator to base his thinking upon what is normative practice one of the factors that has created the gap between socio-economic developments and modern education?

RELIABILITY. I approach the answers to a questionnaire as a skeptic. There definitely is a "halo" effect that must be discounted if results are to

be used. Recently, a suburban community, surveying itself to select a curriculum for its new high school, answered a questionnaire of some five pages. The results showed that more than 90 per cent of the parents desired a purely academic program, since their children were going to college. Looking below the surface, researchers found that this was a predominantly laboring class community with less than 10 per cent of the children continuing their education after high school. A serious mistake could have been made if the results of the questionnaire had been used. It should be determined what factors of unreliability are present in the situation being surveyed. If "halo" effects or other emotional reactions will tend to color results, then you have designed an instrument that measures feelings, not facts.

AMBIGUITY. I wrote quite a letter the other day. It was in answer to the question: "What is your per pupil cost?" Let me quote from my answer:

"Upon what basis do you desire the computation of per pupil costs? Should the divisor be: (1) total enrollments, which are a cumulative figure; (2) enrollment at a given date, such as the beginning of school, the end of school, mid-term, etc.; (3) peak enrollment (or perhaps low enrollment), or perhaps you would rather I use a derived pupil count, such as: (4) A.D.A. (average daily attendance), or (5) A.D.M. (average daily membership)?

"Should the dividend be: (1) current operating expenditures, which exclude debt service and capital outlay; (2) total operating expenditures, which include debt service and capital outlay computed on a life expectancy basis, or should it be (3) gross expenditures, which would be total operating expenditures with the additive of independent fund expenditures and compilations for plant and equipment depreciation?

"Simply put, which of 15 answers do you wish?"

Experience of testing pupils gives a knowledge that no matter how clearly stated a question may seem to the author, it may mean many different things to those who attempt to answer it. If those who are questioned answer a particular query in different ways, the results of that query are invalid. It is sad, but true, that educators have not yet reached agreement as to what

given measuring device shall be used for gathering particular facts.

If, after realistically scrutinizing the objections to the use of a questionnaire, you still are determined to go ahead, please follow these simple rules:

(1) Define objectives. (2) Delimit objectives. (3) Use this formula for a questionnaire: brevity, clarity, simplicity. (4) Pretest. (5) Present results anyone can understand. Oh, yes, I'll do my best to answer it for you! #

Looking Beyond the High School

WASHINGTON, D.C.—Effective planning for education beyond the high school in this country will depend upon discussion and action by an informed citizenry. This is the basic premise of the first interim report of the President's Committee on Education Beyond the High School, recently submitted to the White House.

"A chief purpose of the committee's assignment is to give the American people the salient facts about education beyond the high school and to show the need for planning timely action on local, state and federal levels," the report said.

As a first step in this direction, the committee has divided the country into five regional areas in which a series of conferences to deal with the problems of post-high school education will be held between January and June 1957. The conferences, involving lay people and educators, will be sponsored by universities or educational organizations in each area.

Out of the regional conferences, the committee expects some definition of the following: the most pressing needs in each region; a listing of the steps that should be taken regionally and within the individual states to deal with regional needs; the relationships between post-high school education and the national welfare, and the relationship of the federal government to post-high school education.

In the report, the committee describes its function as twofold: to encourage informed public discussion leading to action and to use the results of this discussion and its own investigations to provide recommendations that will be useful in dealing with the problems of higher education.

The preliminary conclusions of the committee emphasized a need for rethinking how the full development of each individual's abilities can best be achieved. Guidance must play a primary rôle; the educational system must help every school pupil and his parents

to recognize his own talents, and it must also develop in its teachers the skills needed to identify talents and measure capacity. Professional guidance must be available not only to those in school or college but to those who have finished formal schooling and seek further education.

Diversity must be the keynote of post-high school educational offerings. The range should include extended secondary school work, apprenticeships, two-year general study programs, two-year technical training for subprofessional positions, and a wide range of adult education programs in addition to four-year liberal arts courses and professional training.

However, the report emphasized that broad liberal education must be the common objective of all these educational programs. It urged educational institutions, accrediting agencies, associations and foundations to encourage and support experimentation to develop the appropriate programs.

The need for more qualified teachers extends from the college level down to the elementary school, the report said, "because the quality of education beyond the high school depends upon the quality of the foundations laid in elementary and secondary schools."

The report also called for a promptly formulated explicit policy defining the rôle of the federal government in post-high school education.

The question of financial support for enlarged programs of higher education is a crucial one. The report called for a state by state analysis of how many are to be educated, what the costs will be, and what rearrangements and expansion of facilities will be needed. Such planning must involve cooperation between public and private institutions. The committee urged the consideration of early federal grants-in-aid to the states to ensure that planning will be carried out in time to solve the problems. #

OPINION POLL

Should teachers eat lunch with their pupils? There is no simple answer, say school administrators

A nationwide sampling of superintendents' opinions by *The Nation's Schools*

YES, but . . ." is the characteristic tenor of replies to this month's opinion poll; in essence, they seem to indicate that there is no simple answer to the question of lunch time supervision. Although 71 per cent of those polled believe that elementary teachers should, reasonably, be required to take responsibility for being with pupils while they eat, and 46 per cent think high school teachers should do the same, their answers are extensively qualified.

Succinctly, a Californian states the problem: "Teachers need the rest period; children need the supervision and training." Perhaps because of this obvious conflict, few administrators emphasize the possibilities for training in the social graces and the art of conversation. Many suggest rotating the lunch period assignment so that one teacher would be responsible for a large number of children, allowing other teachers to have a rest period or free time. In fact, a ratio of one teacher to a hundred pupils is suggested by one respondent!

Some, however, believe strongly that the teacher should enjoy and use the educational possibilities of the eating period: "No teacher should miss this opportunity." With the backing of 37 of his teachers, one superintendent declares: "Dedicated personnel feel this

to be a part of teaching the whole child. A few wish to escape the responsibility."

"Mealtime with teacher-pupil relationship should be a happy experience," says a hopeful voice from Massachusetts.

"Teachers should teach Democracy and the best teaching is 'living,'" says a Texan who wants teachers to eat with their pupils and set a good example. But, he adds, social graces and the art of conversation are the responsibility of the home. Another administrator believes social graces should be taught but not during the noon hour by a teacher who already is carrying a full teaching load.

FRANKLY BAFLED

Some administrators are frankly baffled by the problem of how to give both teachers and pupils a satisfactory lunch hour. Who will take charge of the pupils if the teachers don't? "That's what I'd like to know," says a schoolman who doesn't think noontime supervisory duties are best for the teachers. Most novel answer to the question is provided by an Iowan who says simply, "God."

But the 45 per cent who think teachers should get away from children and have lunch by themselves have definite ideas about how this could be arranged.

One popular suggestion is to hire someone for this supervision.

"Nonteaching personnel qualified by their understanding and knowledge of children" would fit the bill, according to a Midwesterner. "Regardless of the need for a teacher to know his children out of the classroom, the teacher should have a noon hour free from tension, thus doubling his teaching ability for the more difficult afternoon session."

"Why not give the teacher a chance?" says another sympathetic superintendent, who recommends the use of parent groups. Others suggest: "Hire a special supervisor or dining room hostess." "Obtain trained recreation leaders." "Get community volunteers." "Recruit mothers." The principal or administrative personnel and older pupils were also named as fill-in possibilities.

At the high school level, several votes were cast for self-discipline as a means of regulating the lunch period. Student councils or similar types of student organizations are reported to be doing a good job in some schools.

One respondent believes that instruction in the social graces would probably be resented by high school students to the point of their not learning anything. "Both high school students and teachers prefer to eat by themselves," agrees an Illinois superintendent. At the most, the majority believes that a general type of supervision is adequate for high school students.

Where teachers are regularly assigned to noon hour supervision, arrangement should still be made for free time, many of the replies indicate. In some districts, the teacher who has supervisory duty is relieved of some other class period. Split shifts, allowing half a period of rest and half a period of supervision for each teacher, are also reported.

In contrast to the administrator who says firmly that "teachers are responsible for the children during the whole school day," a Kansan suggests that "teachers are entitled to additional pay for noon work." Fitting the compensation to the duty, teachers are given a free lunch when required to eat with pupils in several districts.

Of course, one cannot assume that the practice of having the teacher eat with the children will guarantee an "educational noon hour." With professional concern, three administrators point this out; preplanning and preparation through classroom experience are necessary for education, they say. #

SHOULD TEACHERS EAT LUNCH WITH PUPILS?

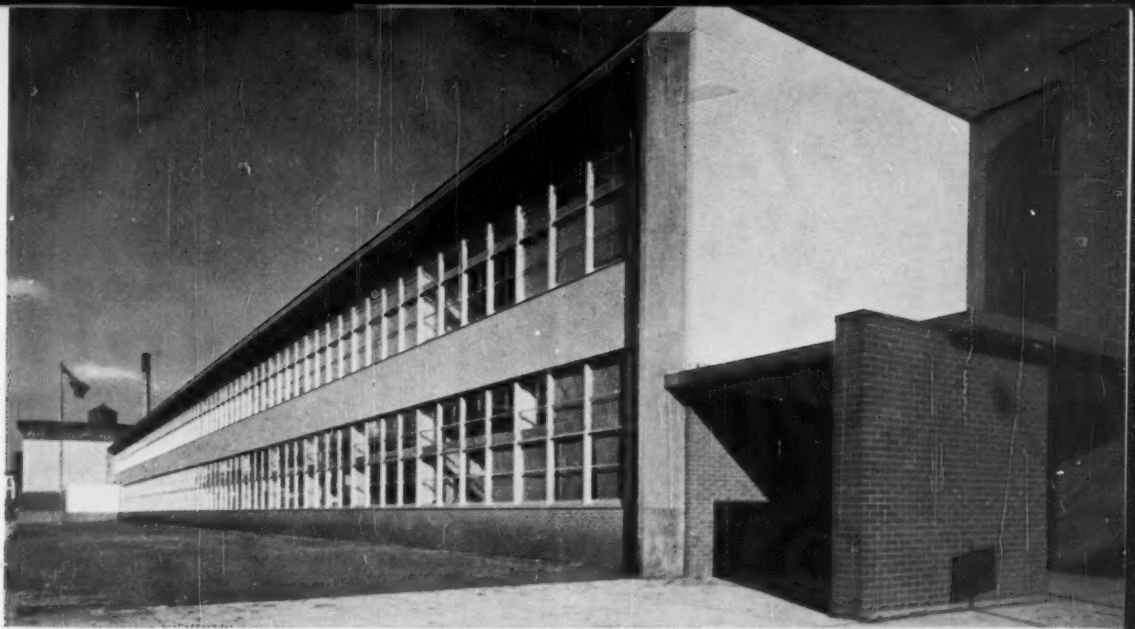
It is argued that the school lunch should also be a means of teaching social graces and the art of conversation and therefore teachers should eat with their pupils and also supervise their activities during the noon hour.

1. Is this a reasonable requirement for:

Elementary teachers: Yes.....71% No.....25%
No Opinion.....4%

High school teachers: Yes.....46% No.....46%
No Opinion.....8%

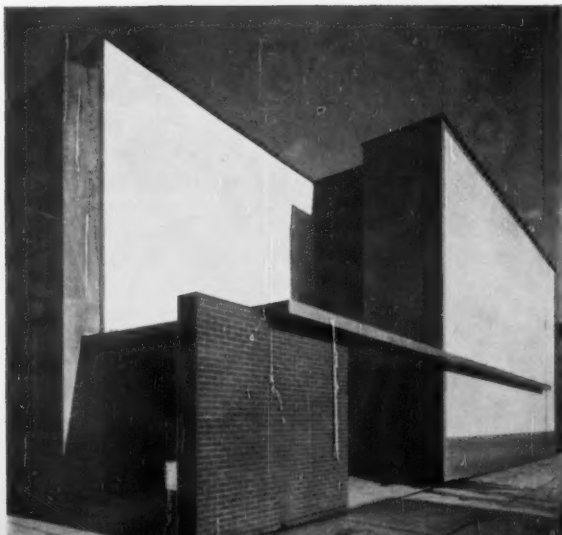
2. Should teachers get away from children and have lunch by themselves? Yes...45% No...46% No Opinion...9%



SCHOOLHOUSE PLANNING

The contrasting architectural styles of these two schools are the outward manifestations of a near-century of change in educational planning. ABOVE: Skinner Elementary School, Chicago. LEFT: Earlier school of the same name.

One Hundred Years of School Plant Design



In today's school, the symphony of colors, the alignment of space, and the materials used create an environment favorable to learning and to efficiency in teaching.

100 YEARS OF SCHOOL PLANT DESIGN



Chicago's Brown School, erected in 1855, was razed in 1956 after a century of service.

By JOHN McGRATH
and LEO E. BUEHRING

Out of a century of increasingly child centered educational research, coupled with technological advances, there has emerged a physical plant for instruction quite different from that utilized ten decades ago

ONE stands, fascinated, watching the demolition of a century-old school building. Once it was the pride of its community. How far the designers of housing for educational programs have departed from what was considered "contemporary" the year this building was erected!

No longer are schools simply enclosed space, into which the children are fitted as best the series of cubicles will permit. Today, since basic educational planning revolves around the child, the physical form of the shelter is determined by the activities scheduled to meet the needs of that child.

This major transition does not mean, however, that the educators of a century ago were oblivious to the desirability of functional design and of a favorable learning environment, which currently are receiving such careful attention. Even then many men and women fought for those instructional conditions which, abetted by the improved economic outlook of intervening decades, have since been achieved in increasing degree.

An example of this leadership was W. H. Wells, superintendent of the Chicago school system in 1859. That was five years after the first superintendent had been appointed. It was two years before horse trolleys were introduced in Chicago. It was 12 years before the great Chicago fire.

Superintendent Wells, in 1859, had drawn up two tables which told a

story of which he was by no means proud, but about which he was exceedingly articulate.

The first table showed the average number of pupils assigned to a teacher in various major cities: Buffalo, 46; Cincinnati, 49; St. Louis, 50; Cleveland, 54; Philadelphia, 55; Boston, 57, and Chicago, 78. (The average Chicago enrollment had just been reduced from 83 pupils per teacher. Today's Chicago grade school average is 37.7 pupils.)

Crux of Mr. Wells' complaint:

"One teacher cannot profitably instruct more than 60 different pupils at a time. Whenever the number is increased beyond this limit, the loss to the first 60 is greater than the gain to those that are added."

Table No. 2 showed the comparative per pupil cost of instruction in the several cities, "reduced to a uniform basis": St. Louis, \$17.34; Cincinnati, \$16.96; Boston, \$15.91; New York City, \$15.33; Buffalo, \$13.93; Chicago, \$12.93, and Baltimore, \$10.82. (Today, Chicago's grade school cost is \$305 per pupil; the cost per high school student is \$465.)

For his school board Mr. Wells evaluated the 1859 statistics thus:

"If the first and only duty of the board of education is to reduce expenses of the schools to the lowest possible point, I should find in the foregoing comparisons abundant cause to congratulate you on the success of

your efforts. But when I consider that this saving has been made by employing a smaller number of teachers, in proportion to the number of scholars, than any other city in the Union; by dispensing almost entirely with illustrative apparatus and reference books [note an awareness of the importance of visual, if not of audio, aids]; by in other ways greatly abridging the facilities for the successful prosecution of study, and by crowding from the public schools more than a thousand children to learn their daily lessons in schools of vagrancy and crime, I find sufficient occasion for humiliation and regret.

"Permit me . . . to express the earnest hope that, in the future deliberations of this board and of the common council, no system of economy will ever be adopted which shall deprive a single child in Chicago of the benefits of free instruction."

He wasn't dismissed for his remarks, either.

Proving further that he was not too pleased with things as he found them—and underscoring his preoccupation, and that of other educators of a century ago, with educational philosophy—Superintendent Wells wrote in his annual report for 1859:

"In the general organization of the schools, it does not appear to me that any important changes are desirable. But . . . we cannot conceal from ourselves, nor from this community, the

RIGHT: Third oldest among extant public education buildings is the Hayes School (1867). Its basic Victorian Gothic style shows the influence of later Renaissance architecture in the pointed roof balustrate, rustication of masonry walls, and coins at the corners of the walls.



BELOW: Foster School is joining the centenarians this year, having been opened in 1857. Pictures of its interior areas appear on pages 55 and 56.



These three survivors of an earlier era still are part of Chicago's elementary school system. Together they are rounding out 292 years of service to the children of their respective areas.

RIGHT: "Cracker box" is what they called the original three-story cubicle of the Moseley School, built in 1855. Ornamental cornice and stone trim over the high, rounded windows are other hallmarks of the passing architectural style. Fire escapes were added later. Moseley is to be razed as soon as a \$600,000 replacement is completed.



fact that in the primary schools there exist some very serious defects.

"Our primary schools are the basis of our whole system. If evils are suffered to exist there, they will manifest themselves in all the higher stages of the pupil's progress, and cling to him through life."

Apparently the admonitions of Mr. Wells were taken seriously by the board and by the community. For it was in 1859, too, that there was opened the Skinner Elementary School to which Mr. Wells referred as "a model for buildings affording such accommodations." (A story on this school begins below.)

In 1860 the primary schools and the grammar schools were combined into the graded school system. About that time also the minimum school age was raised from 5 to 6 years.

During the eight years before 1860, Chicago's population had skyrocketed from 60,000 to 112,000. During the same period school enrollment had swelled from 3000, with 35 teachers, to more than 8000, with 160 teachers. The number of schools had grown from seven to 15, with 12 branches in temporary quarters. The total city school budget was \$106,487, of which \$68,608 was for operation, including sal-

aries. (John Howatt, business manager, in his pamphlet, "Notes on the First 100 Years of Chicago School History.")

These figures give a general idea of how much the 160 teachers were paid a year. Even as late as 1873, grade school teachers' starting pay was \$450 annually, with a top of \$700. High school teachers' salaries ranged from \$1000 to \$1800. (Chicago's current schedule of basic salaries, applicable to both elementary and high schools, shows a range of from \$400 to \$800 for a school month, depending upon academic qualifications and length of service.)

After the outbreak of the War Between the States, in 1861, music was dropped from the course of studies, being considered a "frill." Instead, there was much interest in military drill. Commenting on this development, Superintendent Wells admitted the advantages of the exercises but opposed the move to have school boys drill with muskets, as was being done at the time in some eastern cities.

Studying of textbooks comprised the major curricular activity at the middle of the Nineteenth Century. The list of titles prescribed by the board of education gives some indication of the

courses of study of that era. Among the titles were the following:

Webb's Primary Charts; Philbrick's Primary Tablets.

Sander's Pictorial Primer, first, second, third and fourth grade spelling book.

Emerson's First Part in Arithmetic. Colburn's Arithmetic (optional), Davie's School Arithmetic.

Mitchell's Primary Geography or Warren's Common School Geography.

Payson, Dutton and Scribner's System of Penmanship.

Wells' Grammar.

Hilliard's First Class Reader (with definitions, explanations and elementary sounds).

Charles A. Goodrich's History of the United States.

Edwards' Outline of English History.

Webster's Quarto Dictionary. "This shall be used as authority in definition, and Worcester's Dictionaries as authority in orthography and pronunciation."

Mason's Normal Singer and Bradbury's School Melodist.

That's all, except for this directive:

"Teachers shall not, in any case, introduce studies into their schools that are not embraced in the foregoing list except by permission of the board."

Skinner Elementary School Was Regarded by Its Administrator as a Prototype of Planning and Construction — Back in 1859

SYMBOLIC of schools which served their communities well over the span of a century, more or less, was the Skinner School, erected in 1859 on Chicago's Near West Side.

When we got there the workmen were already tearing down the old landmark. There were five men on the roof, ripping off large slabs of tarpaper-covered tin and tossing them down to the small, brick floored playground.

"Keep Out — Danger" signs were posted on the gates. We started looking for the foreman of the wrecking crew for permission to go inside.

"We" included Paul D. McCurry of the architectural firm of Schmidt, Garden and Erikson, which designed the successor school of the same name in collaboration with John C. Christensen, Chicago Board of Education architect, and Harry Lundeen, school property inspector for the board.

"Victorian Gothic," the architect mused. "Look at the windows." They

were 9 feet high and curved at the top.

"I'll go find the foreman," Mr. Lundeen said. "The wrecking company's the boss now." His quest was a short one.

"We can go inside," he said, "but we can't stay long. Only a few minutes. Too dangerous."

"Use the side door," the wrecker-foreman said. "You don't want to get hit on the head." He was willing enough to let us go inside, but his countenance showed that he couldn't understand why we might want to do so.

"The building has stood up well," Mr. Lundeen observed, looking up the school's four stories before entering.

"It's a firetrap. Masonry walls, wood floors—highly combustible," Mr. McCurry answered.

Throughout its 97 years, some 100,000 children had gone to school in this building.

Skinner was the first Chicago school to have a name, rather than a number. It was the largest in the city system at the time it was built, having an enrollment of 1200, or 50 per cent more than the 800 for whom it was intended. The first principal, A. N. Merriman, was assisted by 19 teachers. His salary was \$1000 a year.

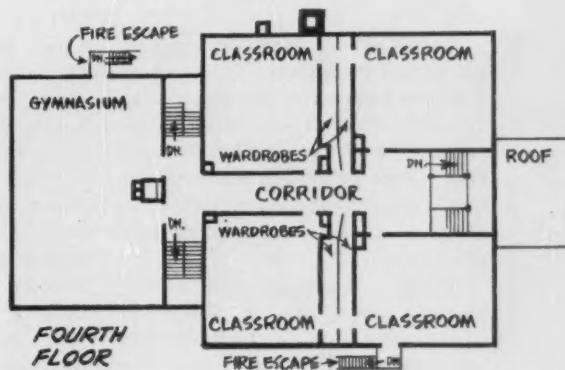
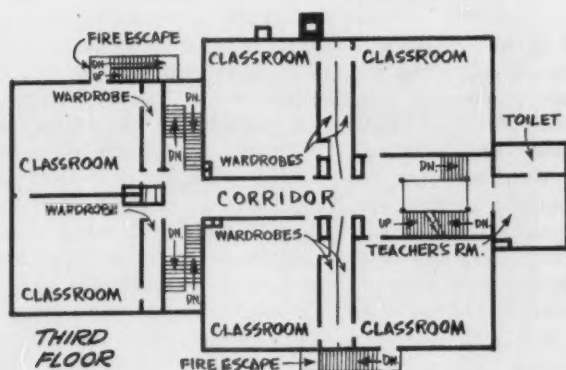
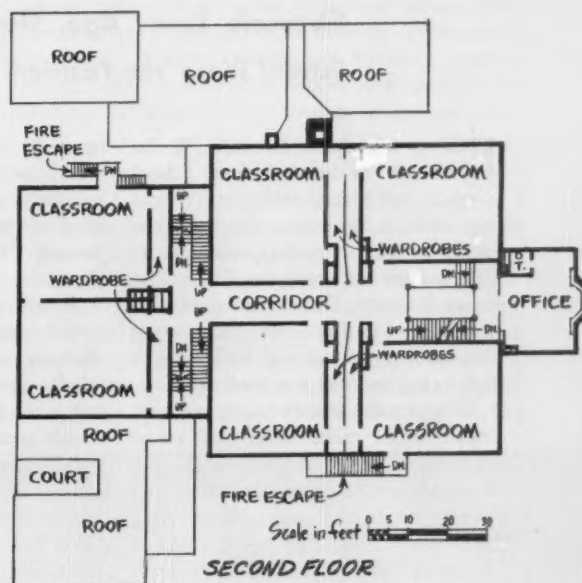
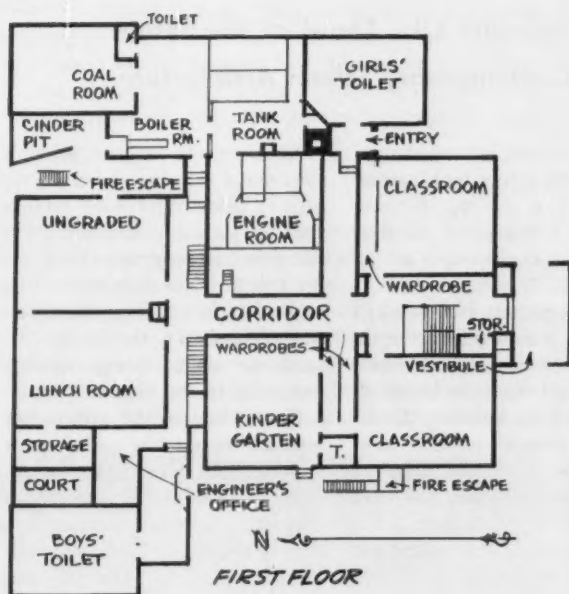
Cost of the building and furniture, according to the Official Bulletin, was \$32,214. The \$9500 cost of the lot brought the total to \$41,714. (This compares with the \$1.5 million cost of the new, two-story Skinner, exclusive of land. A story on the new school begins on page 57.)

What did the people of that day think of the Skinner School building?

On March 3, 1860, Chicago's superintendent of schools, W. H. Wells, said:

"I believe no better models can be found than those of the Skinner; I trust, however, that the city will never build houses [schools] so large as these

Between the old and the new Skinner schools there spanned a near-century of change in teaching technics. Out of it evolved an entirely new type of educational plant (see color pictures, page 49). The four-story vertical shaft of brick was replaced by a two-story reinforced concrete and steel structure extending the length of an entire city block. Floor plans of the old Skinner School are reproduced below.



from choice. I trust it will not be long before we shall have the means of building houses only three stories high [Skinner had four] with accommodations for [only] about 600 pupils." (Present average per school enrollment in Chicago is 789, with figures ranging from 220 to 3257.)

If Superintendent Wells had his doubts, the board of education was delighted. In its report for the same year it referred to Skinner and another school as "models for buildings affording such accommodations. The arrangements for ingress and egress are ample; in all of the 20 rooms the light is abundant and admitted on two sides [only in the corner rooms was this true]; the halls and stairways are spacious and well lighted, and the means of ventilation seemingly perfect. In short, the whole arrangement leaves little room for improvement."

According to "Notes on the First 100 Years of Chicago School History," a pamphlet edited by the late John Howatt, business manager for the city school system, Skinner School, in 1861, spent \$639.87 for fuel and \$425.44 for janitorial wages, or 89 cents per pupil.

* * *

The wrecking-foreman yelled at the workmen on the roof. They stopped ripping the head off the building. There still was something pretty noble about the old structure.

Inside, the building was damp and dark. The rooms were cavernous.

"About 30 by 40 by 12 feet," Mr. McCurry estimated.

There were 20 classrooms, including an assembly room-gymnasium on the top (fourth) floor. There were two toilets on the ground floor by the boiler room. That's all. Judging from the

crudeness of the plumbing, they were lucky to have these. Inside plumbing in the Chicago of those days was something of a novelty.

The back stairs were wood, but the front ones had been modernized. There was no basement. Covered holes in the walls told of the early use of coal stoves. Last used heating apparatus was located in a small house behind the main building.

On a blackboard was written: "Copy and find the sum." Rules for fire drill were posted on one of the doors on the ground floor. The wooden floors were warped and the halls, with a front open staircase, were without light when the classroom doors were closed.

If you forgot the lack of sanitation, the darkness, the dampness and the inadequate heating and airing—yes, there was something massive and gracious about the old rooms.

Fivescore Years Ago, Static Interiors Like Those at the Foster School Were 'the Fashion' in Contemporary School Architecture

FOR a reasonable facsimile of the interiors of the old Skinner School—which had been gutted by the wrecking crew before we arrived on the scene, as related in the preceding article—we inspected the Foster Elementary School. Foster's center portion was erected in 1857, two years before the Skinner School was built, and is still being used as a school today.

Despite the intervening century, conscientious maintenance and refurbishing have served to conceal the many surface cracks in Foster's plaster walls. While the maple floors have been scoured white by the shuffling of thousands of feet and the repetitious cleanings, even they seem to have defied nearly a hundred years of hard usage.

Yet the tell-tale marks of yesteryear are evident everywhere. For example: The principal's office, instead of being centrally located, is near the main entrance. The 12 foot corridors look unusually wide by modern standards, for the long lines of clothes lockers to which the eye has become accustomed are missing.

Wooden "mopboards" at floor level, picture molding near the ceiling, and large transoms over the classroom doors date the structure, even though the original gas lights long ago departed. Archi-

tecturally the structure is somewhat of a hodgepodge, the 9 foot high narrow windows, arched at the top, forming some of the last remnants of the then passing Victorian Gothic style of design.

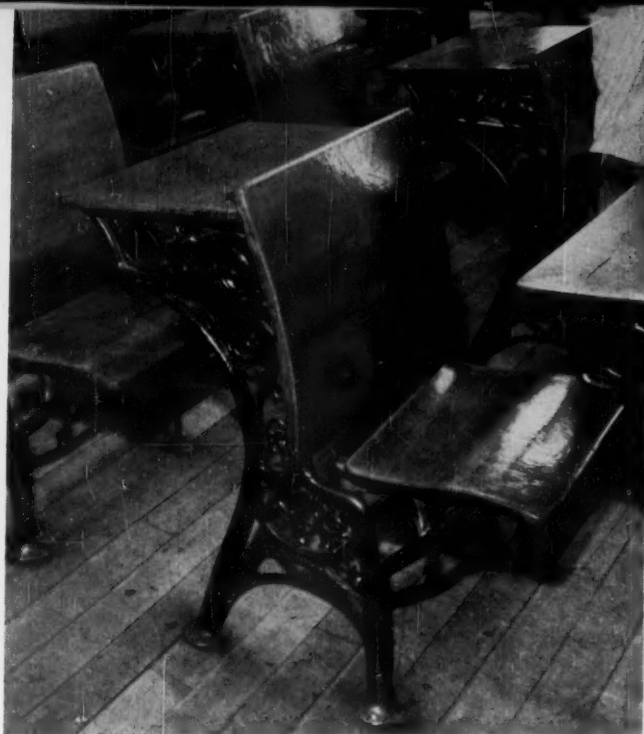
A striking departure from today's school planning is found in the open, draft inducing wooden stairways, which wind ever upward from the basement to the top floor of the building. Undesirable as these passageways seem to us today, they were considered quite an innovation at the time, for they have roomy landings on each floor. The "half flights of stairs" were considered remarkably easy for the school children to climb.

Classrooms, located symmetrically on both sides of the corridors, are spacious—about 30 by 40 feet—with 12 foot ceilings. For decoration and protection the lower portions of some walls were covered with beaded tongue and groove panels. The years have proved this type of wainscoting a "dirt catcher" and present-day administrators would rather by-pass such built-in maintenance problems. Chalkboards were provided by applying black paint directly to the plaster wall. Metal frames of the wooden desks were screwed to the maple flooring in straight, permanent rows.

As at the old Skinner, pride of the *alma mater* may have been the typical, hard to reach, third floor gymnasium, used for gatherings and limited physical education programs. Even without the shielded gas illumination and the original 14 foot ceiling (which recently was replastered), the 35 by 50 foot room no doubt brings many fond memories to the oldsters.

At one end of the gymnasium, for instance, there is the traditional wooden stage, with storage space underneath. Into its front (after the passing of coal fires) were set manually operated hot air registers. There were no thermostatic controls. The tall windows were the only source of ventilation. The "modernization" of a still later period left its imprint in the form of bands of steam piping along the walls. The indoor drainpipe in one of the corners was not common a century ago and probably also was of later vintage.

There was, of course, no acoustical control, either within the room or in relation to the remainder of the building. Vibration and noises spread to the classrooms below. The echoing beats from the calisthenics classes (as distinguished from today's group play participation) must have distracted many a class and made concentration exceedingly difficult for the teachers.



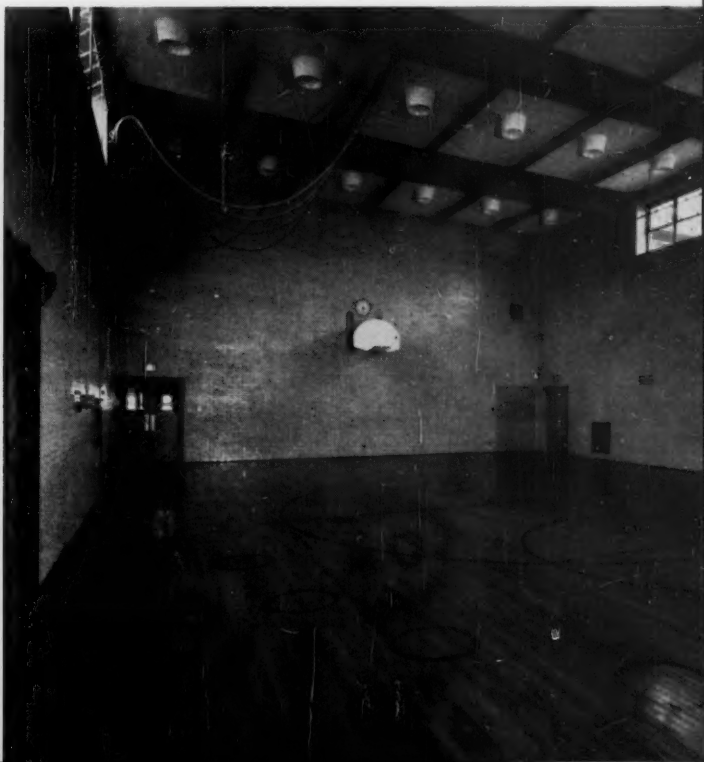
1857 "Forever and a day" seems to have been the intended term of usefulness of these old wooden desks at the Foster School. Their metal frames are solidly anchored to the wooden floor. Movable posture furniture was to await the unfolding of new teaching concepts, even had the tightly drawn budget permitted its purchase. Other elements of old classrooms were equally rigid.



1957 At the new Skinner School the 24 by 32 foot classrooms accommodate a maximum of 30 children, special rooms providing for departmentalized activities. Temperature, sound and light controls are built in. Window walls, recessed fluorescent fixtures, resilient tile flooring, and synchronized clocks are among the contemporary facilities which formerly were unknown.

1857 Nostalgic as the gymnasium-assembly room may be in retrospect, educationally it is found wanting. For the calisthenics of the day, little more than enclosed space was needed. The later addition of trappings of today's games, such as the basketball board, lends an anachronistic touch. The wooden platform, with hidden storage space for stage props, passed with the demise of the stilted oratory and the histrionics of the period.

1957 Today the gymnasium and auditorium programs each have their own areas. In the Skinner gymnasium exposed steel beams break up the ceiling of the 40 by 60 foot room. Incandescent and natural lighting are mingled for illumination. Echoes are stopped and noises muffled by the acoustical treatment. The central ventilating system assures fresh air without opening of large and bulky windows, and minus resulting drafts.





1857 While the roomy landing at the foot of the wooden stairway suggests floor area left over after classroom space had been allocated, publications of the day heralded the "half stairways" with enthusiasm. They permitted a momentary pause in the climb and opportunity for a welcome social interlude between classes.



1957 Steel stairways of the new Skinner School, together with guards, handrails and good lighting, contribute to greater safety. Surrounding floors are terrazzo; walls are glazed brick. The rise is easier. Sound conditioning prevents conversation noises from being magnified, a nuisance factor of the old type of stairwells.

1857 Both the "mopboard" and the molding near the ceiling are tell-tale reminders of a gaslight era. Exposed conduit evidences post-construction installation of electrical facilities. The beaded wooden wainscoting was a gesture to esthetics. An impression of width along the length of the birch floored corridor is given by the absence of wardrobe lockers which one expects to find there today.

1957 Corridors of the new school are 9 feet, 6 inches high, or about one-fifth lower than in the older structures. The lower ceiling effected material savings in construction. Glazed brick walls above the lockers and asphalt tile flooring simplify maintenance. Sound conditioning and illumination make the area livable between classes. Spaciousness precludes serious traffic congestion.



Streamlined Educational Plant Replaces 97 Year Old Landmark, Becomes Center of Community Recreation, Counseling Program

AFTER the wake at the Old Skinner School (see story on page 52), we were ready for a careful look at the successor structure, opened in September 1955.

"We" still included Paul D. McCurry of the architectural firm of Schmidt, Garden and Erikson, who designed the new Skinner building in collaboration with John C. Christensen, Chicago Board of Education architect, and Harry Lundeen, school property inspector for the board. (Using the services of private architectural firms, incidentally, marks a recent change in board

policy, following many years of construction planning exclusively by the board architect's office.)

The new, block-long structure cost \$1.5 million, exclusive of land, and is located one block from the old site. A street which divided it from a small city park was vacated to become a part of the playground, of which the park area now also serves as an extension. The school, in turn, is used by the park board as a community center.

During the growing season, the green turf and the newly planted shrubbery along the walls contrast

pleasingly with the red, yellow, gray and off-white glazed brick of the façade, introducing a cheerful touch into an otherwise drab neighborhood.

In contrast with the four stories of the old Skinner, the trim, two-story structure looks exceedingly contemporary.

The present Skinner School has an excellent auditorium, without windows. "No need here for window shades for darkening the room," Architect McCurry observed. Both the auditorium and the 40 by 60 foot gymnasium, in contrast to the old top-story arrangement, are on the first floor—for easy access and convenience to classrooms. Yet the acoustical treatment prevents noises from these areas from re-echoing in other parts of the building. The gymnasium is used also for organized games and the auditorium for dramatics, assemblies, audio-visual programs, and community meetings.

Classrooms have a dimension of about 24 by 32 feet. Floors are asphalt tile. For greater flexibility and comfort, seating is mobile. This also makes maintenance easier. Good planning and better equipment encourage more efficient teaching, we observed.

A century ago, school lunches were eaten at the desk or outdoors. At the new Skinner there is a modern, spick and span lunchroom.

Present stairways make more economical use of space and aid freer traffic circulation. While acoustically treated, the stairs are cheaper to construct than the old type was, and greater fire safety is assured. Offices are centrally located for more effective supervision.

At this point, J. M. Dunford, principal of Skinner School, joined us. "Two main differences between the old and the new school," he said, "are the availability of toilets and the amount of light."

* * *

WHAT are the major changes in school construction which the last 100 years have produced? Architect McCurry, a former teacher, summarized them this way:

1. Greater safety controls: fire preventing construction, use of incombustible materials, planned exits.



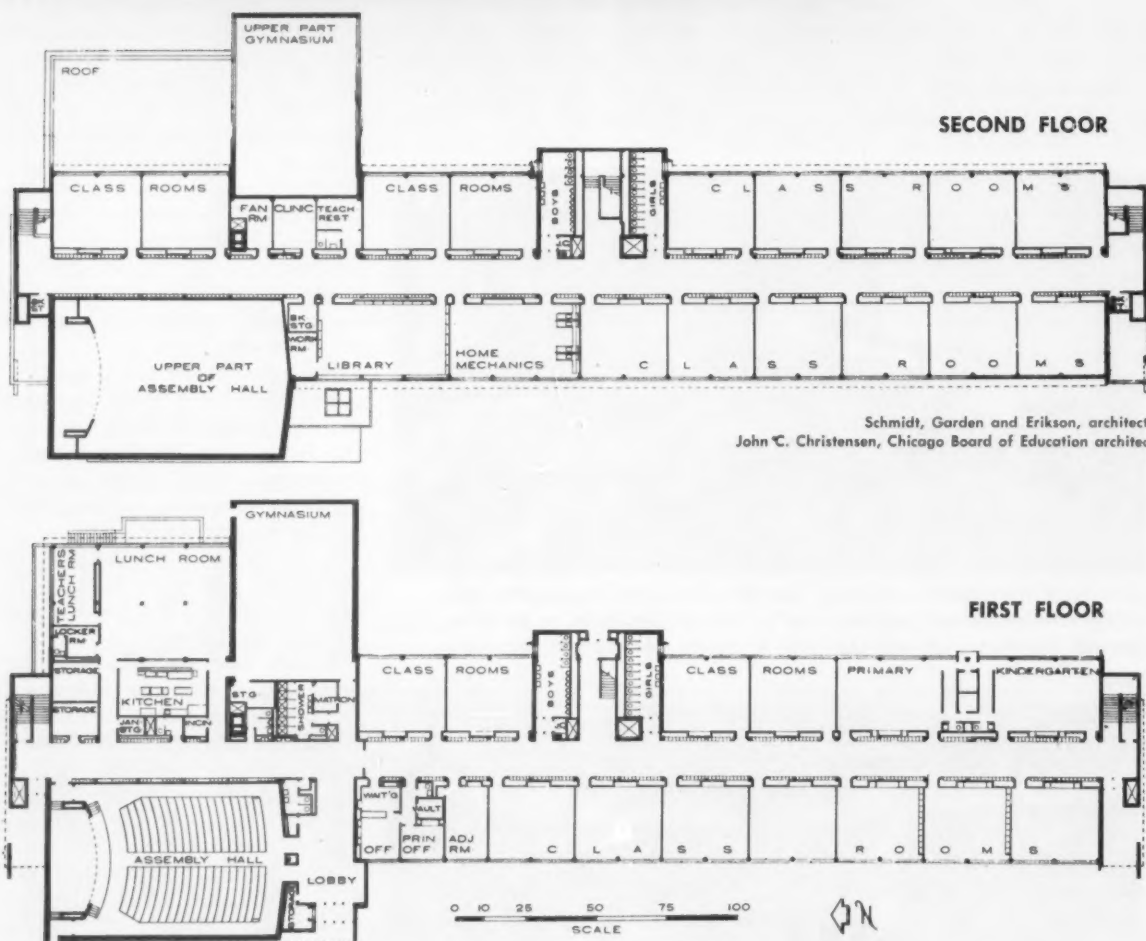
Schools of the 1850's were never like this. The home mechanics room at the Skinner School acquaints pupils with various tasks to be done around the home, as well as with a variety of machine processes.



Today everything possible is being done to tie in the learning experience with community activities. Other areas unfamiliar to administrators a century ago, but included at Skinner, are: kindergarten, music room, lunchroom and library facilities (above) patterned to child needs.



Walls of the auditorium at Skinner School are partly covered with acoustical material, assuring comfortable hearing conditions—a far cry from the old combination facilities. Seating is fixed. Below are first and second floor plans of the new elementary school.



Schmidt, Garden and Erikson, architects
John C. Christensen, Chicago Board of Education architect

2. Improved illumination: fluorescent light instead of gas—40 to 50 footcandles per square foot, compared with 3 or 4 a century ago. In addition, the use of substantially more glass (in the picture windows) ensures greater quantities of natural light in the classrooms.

3. Temperature control: The new school has clean air and thermostatically controlled warm-air heating, in-

stead of the old stoves and, later, manually controlled hot-air furnace.

4. Sound conditioning: Although ceilings are lower, acoustical treatment has made the environment pleasanter for the child.

5. Sanitation: Plumbing in 1859, even when inside, was a rather rugged affair. Stalls in the old building were of galvanized iron, compared with today's modern tile fixtures.

"Formerly there was little basic planning in school construction beyond providing shelter," the architect said in the way of summary. "With regard to any building constructed today you must always keep in mind its underlying objective: that it be an efficient educational plant. It has to permit teachers to operate at peak efficiency and provide for pupils an environment which creates a desire for learning."

Designing the School Plant as a Learning Environment

Our new knowledge about child growth exposes fallacies;
changing purposes and methods require new kind of housing

ARTHUR H. RICE

CURRENT research on child growth and development challenges vigorously our traditional thinking about what a school plant should be. Our new understanding as to what a child is and how he grows exposes fallacies in almost everything that we thought and did in the name of formalized education a half century ago.

Consequently, the *rethinking* of what constitutes the best physical environment for the school child is involved in the rethinking of the entire problem of the *why* and *how* of formal education.

This rethinking starts with the fact that each child has his own unique individual growth curve and pattern of maturation. Our older way of organizing and operating a classroom was based on the assumption that children of the same age are essentially typical in all their characteristics, and therefore we planned a lesson or a classroom in terms of the average for an age group. We measured achievement and growth on the basis of averages or medians that we unfortunately called "standards." In his book* on child development, Willard C. Olson, dean of the school of education at the University of Michigan, points the new way we should travel as we plan the learning environment of the child.

Dr. Olson makes it clear that the function of education is to provide opportunities for child *growth*. He

*Olson, Willard C.: *Child Development*, Boston, D. C. Heath and Company, 1949.

This discussion is adapted from the editor's address, November 1, at the banquet of the architect-educator conference at the University of Michigan, Ann Arbor.

lists six essentials for child growth: (1) food, (2) exercise, (3) shelter, (4) clothing, (5) health protection, and (6) opportunities for learning. With the exception of clothing, the modern school now attempts to provide for these essentials. All of these needs, then, must be *fully* met in the ideally planned school building. "Furthermore," says Dr. Olson, "all areas of this nurture are *interdependent*, and advances are best made by work on *all* fronts."

But that is not all of the problem. Most of us will agree that the school plant should be designed in terms of the changes likely to take place in the *social* purposes of education and that the school building should be

planned in anticipation of better methods and materials for *teaching*, and, of course, in terms of *new developments* in architecture, both as to methods and materials.

Here, then, are several factors that we will have to keep juggling or in continuous motion as we try to visualize the school building for the future.

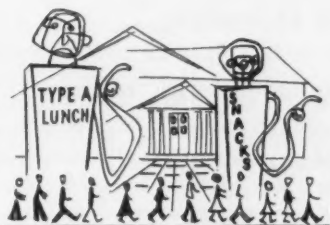
Let's take a look first at each item separately.

The first essential on Dean Olson's list is food, or eating. The American School Food Service Association held its annual convention in Chicago a few weeks ago. Again and again, speakers referred to the school lunch as the orphan of our public school system, implying that school feeding is *tolerated* by the school administrator, is ignored or *sidestepped* by the curriculum planners, and probably is the area of school planning least understood by the architect.

Frequently when I am visiting a school system the superintendent will organize the trip so that we end up at noon in some school cafeteria. This is a good way to cut down the cost of feeding a visiting fireman, or editor in this case, and I appreciate the hospitality, but what really annoys me is the tremendous *confusion* of mass feeding in so many of these cafeterias—and the smells and the noise! If the school lunch is to be nothing more than a big filling station, it has no business in the school program at all.

Originally, schools received federal appropriations for the school lunch be-

If the school lunch is to be only a big filling station, it has no business in the school program.



cause of the politicians' desire to subsidize the farmer and not primarily because of any concern about the eating habits of the child. But school feeding is here to stay, with the states and local districts absorbing more and more of the cost.

Whatever the source of its financial support, the school feeding program must be justified *educationally*. The operation and environment of the school lunch must be such as to lead to better social habits. The study of food should be a part of social studies, homemaking, chemistry and, of course, health education. A school board has no right to use the taxpayers' money to build and equip a cafeteria unless that cafeteria is made a part of the total learning experience of the child every day he is in school.

The second essential listed by Dr. Olson is exercise for the child's growth. Generously sprinkled throughout this country are schools that seem to be built *around the gymnasium and the stadium*. Traditionally, our physical education program selects the students who *already* are the *healthiest* and the *most active* and gives them special training and publicity as members of varsity and reserve teams. An intramural program is squeezed in if there is money left, or if there is room for it.

Another wasteful practice, although it doesn't happen so often, is the building of big gymnasiums in the South and on the West Coast in regions where a physical education program could take place *outdoors* almost the

year round, except for a few rainy days. Maybe it's unhealthful to exercise outdoors these days!

A little less organized athletics in the gymnasium and field house and a little more organized common sense might permit us to build classrooms big enough, with sheltered play areas large enough, so that *every* child would get a normal and enjoyable percentage of exercise. Or is that expecting too much?

Shelter and health protection are the next essentials listed by Dean Olson. Since these two are quite interrelated, I'll discuss them together. For several years prior to her death last fall, my wife had been a teacher in one of the suburban schools north of Chicago. Almost every evening after a school day we talked over the disappointments and the satisfactions she found in teaching. And it is some of the things I have learned from her about what a school should be that I am trying to express now.

Many, many times, as we talked over the day at school, we both recognized that a teacher is unnecessarily handicapped and frustrated by the *physical* limitations of the classroom.

The classroom in which she taught was no different from the classrooms of many other buildings that were erected 30 years ago. There was *enervating glare* from the south and west sides of the room. The only control was to pull down ordinary shades, and then the room was too dark.

To go to this fourth grade classroom, Mrs. Rice climbed stairs, up

and down many times a day, and yet the building is located on a beautiful site with acres of available space for a single story building, and it is only an elementary school.

On the occasions that I have visited that room I was disturbed not only by the poor distribution and lack of control of the lighting but also by wide fluctuations in temperature and humidity. When you get 25, 30 or more young human beings in a small room, the temperature can go up so quickly, as it often did in this room. And so I can't blame youngsters for getting restless and irritable because of the excessive heat and stuffiness in their classroom.

For a cloakroom or place to store things, there was a dark, unventilated area adjacent to the room, with a small doorway at each side. It was impossible for the teacher to see within that area to control what was going on.

And yet, this kind of classroom is better than many schoolrooms still in use today. We're so busy just providing space for the increased enrollments that we neglect to make half-way acceptable the classroom environment of these old buildings where most of our school children are still housed today. Lack of space, lack of proper light, a disregard for safety, and lack of a healthful room climate are *crimes* today against teachers and children. Above everything else, let's give the next generation a safe, spacious and healthful building in which to learn.

Here is the key to the teacher shortage! When communities are willing to provide pleasant, healthful working conditions and work-loads for the classroom teacher, under democratic school administration, young people and older people who love children will return to the teaching profession. Of course, *salaries* are important, but they are only part of the story.

WE NOW have three other items to introduce in this juggling act—to keep constantly in our thinking as we design the school plant. They are: (1) changes in the *goals and purposes* of education during the next 50 to 75 years, (2) changes in *how* we teach, both as to methods and materials, and finally (3) *new* developments in architecture. Add these to those four essentials of child growth, and we have seven factors that constitute the

The next generation deserves a safe, spacious and healthful building in which to learn.

When communities provide pleasant working conditions and reasonable class loads, people who love children will return to teaching.

School plants must be learning laboratories, where children think together and plan constructively.

These seven factors constitute the essence of that powerful atom we call "opportunities for learning."

essence of that powerful atom we call "opportunities for learning."

For what purpose *do* we build a school? Some people seem to think, at times, that it's merely to provide a place where parents can park their children so they won't be bothered with them during the day. And, if we listen to some of the demands from *irate* parents, it would seem that we build a school so that, at the taxpayers' expense, teachers can develop a child who shall be *popular*, who shall have the ability to make *money*, who shall *excel* over all others, who shall be a *pride* and *joy* to his *parents*, and a *nuisance* and a *bore* to the *community*. Sometimes, I have the courage to remind parents that they constitute *fewer than half* of the taxpayers for public education.

Why, then, do we tax *all* citizens for the education of *all* children? It's because in a democracy we must have enlightened, skilled and honest citizens. Basically, we have a public school system in this country to prepare individual members of society to be *effective* citizens in a democracy. If we only teach them to read and write we may be developing them to become more efficient as criminals and crooked politicians.

SOLVING GROUP PROBLEMS

As Dean Olson puts it, democracy rests on the participation of the individual in the solution of all problems that concern the group. And today, the complexities of group living require that the child learn technics and have actual experience in the solution of group problems. That means that children should be allowed responsibility and self-control as rapidly as they have attained and show a maturity or capacity for it. In other words, the *design of the instructional program* is to give children practice in ways of behaving as citizens in a school democracy, and the *design of the school plant* should encourage and facilitate that kind of child and teacher relationship.

Of course, we cannot have good citizens unless we teach the communicative skills of reading, writing and so forth. But, at the same time, we must teach the child to make use of these skills for his own welfare and for the

good of society. If we can agree upon these purposes, we can then explore what the school plant should be in terms of the location, the size, the space affinities, and every other physical characteristic.

We receive hundreds of manuscripts dealing with the planning and building of new schools, and almost without exception the authors will describe, with much pride and enthusiasm, how the planning of the building was preceded by a survey of the probable increase in enrollment. And then this idea of looking ahead ends, just when it's getting started.

Far more important than any survey of the numbers that we're going to have in the schools is some understanding of the kind of community and world in which that child is going to be a citizen. What is the world going to be like when these youngsters step out into the community with their high school and college diplomas?

Arnold Toynbee's new book, "An Historian's Approach to Religion," reminds us that, although man as an intelligent being has lived on this earth anywhere from 100,000 to 600,000 years, it is only within the past 6000 years that he has begun to make a record of his life and his experiences. Thus, *history* has become a *new tool*

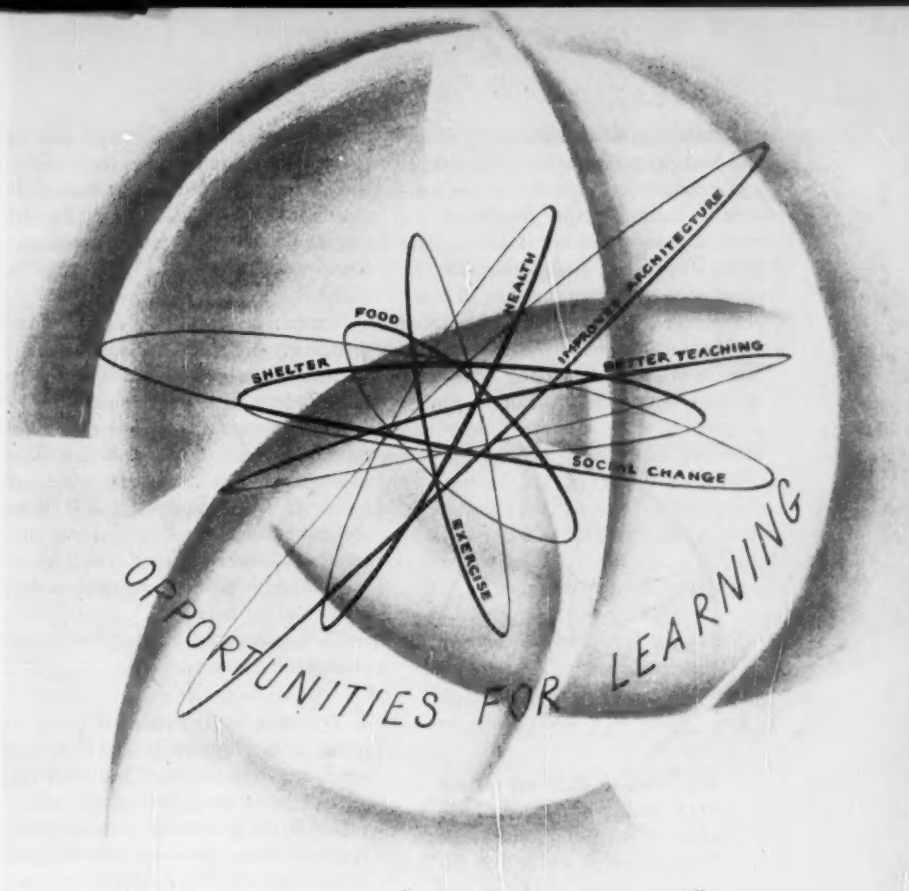
to help us *understand* the present and *plan* for the future. Toynbee makes an observation that I think is especially true of education. He says that the sin of our civilization today is "self-centeredness." We focus so intensely on the here and the now that we close off our peripheral vision. Consequently, we just can't see tomorrow and the day after tomorrow.

POWER TO IMPROVE WORLD

If we have any regard for civilization itself, and any real concern about the future of our children and our grandchildren, we must shift our angle of vision to be concerned primarily about the *kind* of education that will equip youth to live a happier and better life than you and I have experienced. *Education is the greatest power that man has* to change his own environment, to improve his own living conditions, and our concern should be to give the child the utmost of this power to improve the world in which he will live.

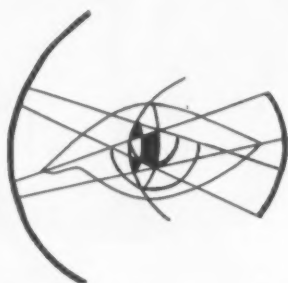
I'll mention just a few examples of how social and economic changes affect the way you plan that school building:

Automation, for instance, is not only a possibility; it is here and growing rapidly. It changes our whole think-



ing with regard to vocational education and preparation for leisure time.

A related development is the constant decrease in the *length of the work day* and the work week. It isn't going to be long, possibly another 20 years, perhaps within the next 10 years, before the work week will be reduced to 30 hours. Probably this won't be true for superintendents, architects, teachers and editors. But for many people, it will. It means more and more we must teach the coming gen-



We focus so intensely on the here and the now that we close off our peripheral vision. Consequently, we find it impossible to see tomorrow and the day after tomorrow.

eration how to make the best use of time outside of their daily work program.

And not only will people have more leisure time, but they will *live longer*, with new needs for adjusting to life beyond the years of 60 and 70.

The *speed of travel* continues to increase; future citizens now in school will be travelers around the world, even more so than you and I may be travelers around this country. All of this creates a greater need for the understanding of other people, and their culture, and for greater progress in learning to live with others on the face of this globe.

Our *population increase* will continue its rapid acceleration, so that more and more we're going to be stepping on one another's toes and getting into one another's hair, which again means that more attention must be given to *human relations*. We desperately need more skills in cooperative thinking.

But most of these things we can learn successfully only by doing or by observing; certainly not simply by reading or by listening to the yakkety-yak of a teacher. This means that our school plants must be learning laboratories, opportunities for the child to do his *own research*, opportunities for

a group to study *real problems*, to think together, to arrive at conclusions, and to plan constructive programs. It means, too, that the cliché about the community's being a classroom will become something more than just a cliché.

It means that we must improve tremendously both our management and our facilities for the child to *travel* to places where he'll learn things as they are, rather than as someone may have *imagined* them to be in descriptions in a textbook. It means that more and more we shall improve and increase the equipment, the instructional materials—all the facilities through which a child can learn by *doing* and *seeing*, as well as by hearing.

This leads up to another factor, the changes in "*how we teach*."

Teaching by television is going to make a big difference in both our grouping of school children and our allotments of space within the school plant. Right now there is considerable resistance from a certain type of classroom teacher who is afraid that her security is being threatened. She is frightened by the fact there will be some situations in which, through the use of closed-circuit TV or otherwise, one individual will effectively instruct as many as 200 or 300 pupils.

There always will be the need for good teachers, and more good teachers, but we're never going to be able to pay teachers the salaries they should command until we can arrange the use of their time so that in some cases the teacher can meet with four, five or six children in a group situation, as is sometimes necessary, and on other occasions, through the use of TV, can effectively instruct much larger groups of children than the traditional classroom size.

TV is only one of a number of factors requiring that spaces within the school plant be as *flexible* as possible, so that in years not too far distant, when we learn better ways of grouping children and better use of teacher competencies, we will have some spaces where as few as six to 10 children can be grouped with the teacher and other situations where 30, 40, 50, 100 or more will be learning under the supervision of a teacher, aided by teaching films or TV.

I predict that one of the most significant developments in public education in the next 10 or 20 years will be new and better practices of *grouping*

children. Sometimes there will be a small group engaged in a unique or particular project. At other times, there will be large groups. All this means that the school plant of tomorrow must be just as flexible as is economically and architecturally possible in providing an assortment of room sizes.

Of course, the school plant should be a community center. It should be adaptable for use by adults, and especially for evening programs.

OUR final consideration is in the area of architecture itself, both as to how the architect should work with the educator in planning the school and as to the shape and form and materials that will constitute the school building. I would like to touch briefly on three aspects.

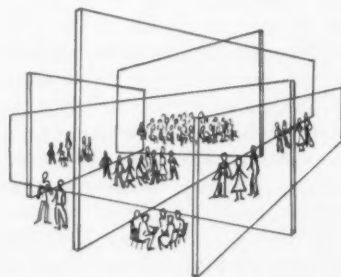
First, the development of educational specifications.

Second, the qualifications of a school architect.

Third, some comments on "The School of the Future" by the dean of American architects.

Architects so often say to the educator: "Describe to us the kind of activities that will take place in this plant and let us select the best materials and determine the form and the structure."

It is this description of the *activity* or the *learning to take place* that education so often fails to provide. There can be no efficient planning of educa-



The school plant of tomorrow must be just as flexible as is economically and architecturally possible in providing an assortment of room sizes.

tional specifications unless those who use the plant, those who live in it, have a part in setting up the specifications. This means, of course, the custodian, the teacher, and, to some extent, the pupil.

It's discouraging to hear a superintendent, school board member, or

architect sound off cynically about involving teachers in schoolhouse planning. Such critics may lack patience or may be guilty of a selfishness of purpose, but more likely they do not know *how to utilize* the knowledge and experience of the teacher. After all, if the school plant is part of the learning environment, then certainly the teacher knows as well as anyone, perhaps better than anyone else, some of the essential characteristics of a good classroom.

One of the phrases that occurs again and again in the manuscripts we receive is: "This building was planned cooperatively with the teachers." Yet often I have heard teachers say, "Never again will I attempt to give my suggestions about a new school building or the remodeling of an old one." They seem to feel, and I think sometimes with justification, that the call for suggestions from teachers comes at a time when the board and the administration already have made up their minds as to what they want. The tragedy of it is, however, that these suggestions, when given the board and the superintendent, are not discussed with the teachers later. Teachers are entitled to know whether their ideas were considered and to what extent some of their ideas are being utilized.

I think the time is past when *any* architect can competently design a school plant. Speaking recently at the school business officials meeting in Washington, a school architect said:

"The young architect or architectural firm with good background that has never done a school should not be overlooked as a real possibility. A competent architect," he said, "can do a good professional job in *any* building type. Many times the first school job offers a challenge which will result in an excellent building."

SCHOOL ARCHITECT IS SPECIALIST

In my opinion, this assertion is just as erroneous as one that a good teacher of kindergarten also makes a good teacher of adults, or vice versa.

More and more, *the school architect is a specialist*. He must know not only architecture but also some of the problems, characteristics and purposes of education—particularly the processes of learning and the effect of environment upon the child—before he is ready to plan the learning environment for educational procedures.

Of course, if this young architect has the complete cooperation of an

educational group which will work out with him the educational specifications to the most minute detail, then undoubtedly his genius as an architect can result in fresh and new and worthwhile school plant planning.

AND now an *architect's vision* of the school of tomorrow.

About eight years ago The NATION'S SCHOOLS interviewed Frank Lloyd Wright as to how schools should be built and what they should be like. Mr. Wright prides himself on his *arrogant honesty*. His comment to The NATION'S SCHOOLS was that "most schoolhouses should be burned, and the books with them."

The interview took place at Taliesin, his school in Wisconsin, where he was surrounded by sponsors and disciples. It's almost startling to discover now that Mr. Wright eight years ago was advocating some of the characteristics of the school of tomorrow that education is just beginning to accept. Said the dean of American architects: "The factory-like schoolhouses of today, as disreputable characters as gangsters and idiots, must all go, along with the Gothic and other period buildings masquerading in costumes."

"SENSE OF THE ALL-TOGETHER"

The school plant which Wright built for his own pupils in Wisconsin exemplifies some of the things that he really believes about schoolhouses, observed the reporter for The NATION'S SCHOOLS. Taliesin spreads its arms about a Wisconsin hilltop, looks down across a river valley, with multi-windowed affection and a hint of balconied romance. Its materials are indigenous to the area. A timbered structure emerges from the hillside. Frank Lloyd Wright, as you know, insists upon a trinity of design—that is, the furnishings, the building, and the landscaping must all be related to the life that is to go on in and about the place, the structure itself. This is what Wright calls "the sense of the all-together."

At Taliesin there is a scale model of Mr. Wright's famous "Broadacre City." "Here in Broadacre City," Mr. Wright points out on the model with his walking stick, "children go toward inward spaces away from the highway to peaceful schools along peaceful byways." If in each future small city there isn't a stream on which the schoolhouse can be ideally located,

shallow pools can be added artificially, says Mr. Wright. The school building will be small as a whole, and that "small" will be again divided into still smaller units. Each small building will have from 15 to 25 children. A large school will have no more than 40. Groups of three of these buildings can be arranged around an interior or exterior court. Each building will be only one story high.

"ADAPTED TO USES OF YOUNG LIFE"

School buildings will be fashioned of metals and glass or of fireproof native materials. "All will be universally adapted to the uses of young life growing up in sunlight and cherishing the ground as its native birthright."

Alongside the school courtyards will be individual flower and vegetable beds. Beyond the courts and gardens will be large game and play spaces. Not far from the school will be the town's cultural center, also an arboretum and a zoo.

The schoolhouse itself will have a little museum for loan exhibits and its own small cinema with provision for music, drama, drafting and art.

"In such beautiful sunlit buildings as these," Mr. Wright envisions, "the everyday child of Broadacres will every day be designing by working: preparing food and learning how best and when to eat it and how charmingly to serve it. Learning meantime to see accurately by learning to draw what he sees, learning how to make two blades of grass grow where one or none grew before; seeing that act as Democracy coming alive."

"Spiritually and physically these Broadacres boys and girls will become the co-efficients of naturally creative humanity. Individuality capable of co-operative individualship will be growing up, not mistaking personality for individuality. All will be learning to know the difference and where to draw the line between the Curious and the Beautiful."

"WISDOM IS SPIRITUAL STATE"

Out of such teaching and such school and city environment, the child gradually can grasp the "sense of the all-together."

"For true wisdom is no earthly thing," in Mr. Wright's philosophy. "Wisdom is a spiritual state attained by refraining from selfish competition, imitation and moralizing. And, most of all, by living where we are, in love and harmony with nature." #



The happiest moment in the life of a schoolman! Amidst much rejoicing, Frederick J. Moffitt retires from the New York State Education Department. Left to right are Mrs. Moffitt; the Moffitts' daughter, Sue Billings; Chalk Dust, and Warren W. Knox, assistant commissioner in the state education department.

TO A SUPERINTENDENT

Dear Superintendent,

I have just received your letter asking me to talk with you about my son's lack of progress in school. I have no time to come to the school as I am very busy. I live at the edge of the district on Mud Lake and I would be happy to have you come over and drop in.

COMMUNICATIVE TECHNICS

IN THE HALCYON DAYS of yore, when the school superintendent went to a Teachers Institute, he was wont to get some sound, sensible, one-syllable advice. But nowadays, when he attends an educational convocation, all he gets is a headache trying to understand the new, strange and awesome pedagogical polysyllables. He has to hurry home and grab a late model dictionary to find out who said what and which insulted who. Usually even Mr. Webster himself seems fairly confused about the whole thing.

Our educational meetings, our teachers, and our boys and girls are no longer planned, organized or motivated—no, sir, nowadays they are “structured.” No longer do we appoint committees in order to get the well intentioned citizenry out of our hair—

we “involve” them. The more involvement, the more involved it gets.

When recriminations arise around the square round tables, who now pours on the old oil? A lot of interrogators, discussants, consultants and resource people well briefed and eager to try out a dry run of the speech which they are preparing for Rotary.

If the orator of the day refers to some scientific seating plan to keep the kids from busting one another over their heads, that plan becomes a sociometric behavior chart, and I bet that the kids get around that one, too. Busy work is now human dynamics; gab sessions are conference clinics.

Does the weary superintendent sometimes wonder if all these frightening tongue twisters are intended to jam up the regular channels of communicative arts (here we go again!), or is this an insidious attempt to conceal ignorance of the educative processes? Who is responsible for these confusing semantic antics, anyway? Is it the same subversive gang which has almost succeeded in outlawing double breasted suits and thereby in exposing the pedagogical tummy in all its plumpness? Or is it the arch-enemy who did away with waistcoats and thus forced the shiny Phi Beta Kappa key into involuntary retirement?

Or more likely it may be some professor of semanticology who has contracted to supply schools of education with erudition at 10 cents per syllable. Or maybe it is some bright young advertising expert who has been hired to oppose the erection of towers of learning complete with swimming pools and all-purpose rooms. Or, perish the thought, it could be some Subversive Foundation which is intent on the advancement of pedagogical pomposity.

These are possibilities which may well worry the straight talking educator. They can be met only in simple words, but who is there left in the profession who can supply a one-syllable answer?

TEACHERS' SUBCONSCIOUS

AFTER THE distinguished speaker has just finished a long dissertation on “The Teacher's Challenges and Responsibilities,” the moderator asks for questions from the floor. Follows that long, awkward pause where the audience shuffles its feet, stares glassy-eyed at oblivion, and wonders why it ever came in the first place. At long last some helpful soul thinks up a good sound educational question, and the situation is saved.

One can't help but wonder what the questions would actually be if speakers were more human and audiences less inhibited. Here are some probable samples:

1. How many more things do you expect us to do besides teaching school all day and correcting papers all night?
2. Among the psychological aids you outlined to help us teach effectively why didn't you mention a bottle of aspirin or some of the new relaxation pills?
3. Weren't you a little idealistic in comparing the classroom to a bomb shelter? Wouldn't a better comparison have been a landing field for jet planes?
4. Where on earth did you get that awful tie?

ADVICE TO SUPERINTENDENT

WHETHER IT BE a faculty meeting, an important paper prepared for professional uplift, a building program, or a football season, the best possible advice to a superintendent of schools is the admonition given by the King to the White Rabbit: “Begin at the beginning,” quoth the King sternly, “and when you come to the end, stop.”

New building and financial support slackens,
teachers are dismissed, and curriculums are curtailed
by the segregation conflict, as public schools are

CAUGHT IN THE CROSSFIRE

GLEN ROBINSON

*Assistant to the President and Instructor in School Administration
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Newly Appointed Assistant Research Director for the N.E.A.*

THE Supreme Court decision on segregation is affecting in varying degrees virtually every major aspect of education in the South. Moreover, education is so intricately tied to the various facets of community life that the very foundations of social structure in the region are being shaken. Although it is still too early to assess its total significance, it is possible to identify some of the ways the decision is affecting education.

Rapid desegregation in the Border South. Until 1954, discussion about the racial desegregation of public schools could be little more than talk in one-third of the nation, for in 17 Southern states racial segregation was legally mandatory and in four additional states it was optional. These mandatory provisions were written into state constitutions, which were difficult to change even when there was a considerable body of public sentiment favorable to change.

By invalidating these state constitutional provisions, the Supreme Court decision opened the way for the *rather rapid desegregation* of many public schools in the Border South. At the present time about 660 school districts in the border states—18 per cent of the districts in the South with Negro pupils—have desegregated.

In the Mid-South the Supreme Court's decision has made it possible to desegregate a few schools and has caused some persons to begin talking

and thinking realistically about desegregation. Five school districts in the Mid-South now have some form of desegregation, and some school boards are considering steps in that direction. The decision has also evoked considerable resentment. Several state legislatures have enacted provisions designed to maintain segregation.

Deep South shows determined resistance. In the Deep South the decision has encountered stiff and determined resistance. State legislatures have been working overtime enacting measures intended to strengthen the bulwarks of segregation. At the same time the court's decision has caused many legislators and their constituents

to give more serious attention to raising educational facilities for Negroes to a level comparable to that of the facilities for whites.

Dedication to public education challenged. The traditional belief in free public education for *all* children is still strong among most Southerners. In many parts of the region, however, dedication to public education is being challenged by the fear of racial integration. This fear has become so great that five states have passed legislation permitting the abolition of public schools in localities that are forced to integrate.

As early as November 1952 South Carolina voters approved by a margin of 2 to 1 a constitutional amendment repealing the section requiring the general assembly to provide for a "liberal system of free public schools for all children between the ages of 6 and 21 years."

By a similar margin, Mississippi voters adopted a constitutional amendment in December 1954 providing that public schools may be abolished by a two-thirds vote of the house and senate and that a majority vote of each legislative house could empower a county or separate school district to abolish its local public schools.

North Carolinians ratified by a majority of more than 4 to 1 in September 1956 a constitutional amendment authorizing school districts or subdivisions to close schools on a majority



Knox in The Nashville Banner

**Careful—or we'll have
disintegration.**

It is 32 months since the decision of the Supreme Court declared unconstitutional the segregation of pupils in public schools. In these two and one-half years definite trends of resistance and compliance have evolved. In varying degrees, the following situations now have developed:

- 1. RAPID DESEGREGATION IN THE BORDER SOUTH**
In this area 660 districts have changed to integrated schools.
- 2. PUBLIC SCHOOL EXISTENCE THREATENED**
Permissive abolition of public schools has been authorized in five states.
- 3. HOMOGENEOUS GROUPING ADOPTED**
Negroes are being grouped in classes where the instructional program is geared to their rate of learning.
- 4. SOCIAL MIXING FEARED**
Cocurricular activities are restricted or modified. Interracial social functions are prohibited in Georgia and Louisiana.
- 5. INSTRUCTIONAL MATERIALS BANNED**
The use of certain magazines, books, songs and other information sources is prohibited in some districts because they are allegedly "anti-South."
- 6. TEACHERS DISMISSED**
Both Negro and white teachers have been discharged because of favorable attitudes toward integration.
- 7. TEACHERS' FREEDOM RESTRICTED**
Social pressure and legislation limit freedom of speech and the right to organize.
- 8. TEACHER TENURE DENIED**
Some districts have modified tenure provisions for convenient dismissal of teachers.
- 9. QUALITY OF SCHOOL BOARDS CHANGING**
Capable citizens avoid school board membership.
- 10. COMPULSORY SCHOOL ATTENDANCE MODIFIED**
Mississippi and South Carolina repeal laws; Virginia, Louisiana and North Carolina provide loopholes.
- 11. STATE FUNDS DENIED**
Three states prohibit the payment of state aid to integrated schools; other states contemplate this step.
- 12. EDUCATIONAL EXPENSE GRANTS AUTHORIZED**
Direct payment to parents for child's attendance at a private school opens door for payment of public funds for parochial schools.
- 13. FUNDS FOR SCHOOL BUILDINGS REFUSED**
Some people won't vote money for segregated schools; others refuse to support schools unless segregated.
- 14. SCHOOL BONDS DIFFICULT TO SELL**
Interest rates are higher, and some reliable agencies are unwilling to handle school bonds.
- 15. DISTRICT CONSOLIDATION ACCELERATED**
Mississippi has reduced 200 districts to 20 districts.
- 16. MORE EFFICIENT USE OF FACILITIES**
Integration of schools has permitted more extensive use of school plant.
- 17. FEDERAL AID LOSING FAVOR**
Legislators formerly favoring federal grants now fear federal discrimination against segregated districts.

vote of the local electorate, if the situation becomes "intolerable."

In most cases, "private" school measures have been adopted with the idea that there would be no statewide turnover of public schools to "private" corporations. Rather, these plans usually have been adopted with the belief that action on them would be necessary only in a few local school districts and then perhaps would be confined to individual schools under court order.

One superintendent analyzed the situation as follows: "School administrators in the South have labored diligently to awaken interest in the needs of public schools. Just as the public was becoming deeply committed to the adequate support of schools, the desegregation decision of the Supreme Court descended, sorely testing the commitment of many Southerners to public education. Perhaps the long-range effect of this testing will be beneficial in terms of the American concept of free public education for all children, but, to say the least, it is putting a tremendous strain on the present generation of school administrators in the South. It will be helpful if the rest of the

nation will show patience and understanding during the present crisis."

Instructional programs modified.

There appears to be (currently) a considerable gap between the academic achievement levels of the average Negro and white child in southern schools. This creates instructional problems when Negro and white children are brought together in the same classroom. Such differences are causing educators and laymen to examine more closely the advantages and disadvantages of homogeneous ability groupings. This year, largely as a result of events growing out of experience with integration, the school system in Washington, D.C., began a "four-track" plan which places 10th graders into one of four curricular programs designed for pupils of different academic abilities and interests. The following breakdown of pupil assignments was given to the House subcommittee investigating desegregation in Washington: 315 white and 50 Negro students are in the new "honors" course for "brilliant" students; 803 whites and 356 Negroes are in the "college preparation" program;

645 whites and 1453 Negroes are in the "terminal" program, and 158 whites and 1319 Negroes are in the "basic" program for "slow learners."

The renewed interest in homogeneous ability groups is finding support, at least privately, among some prominent Negro parents. Their only stipulation is that groupings of pupils be made fairly. Some of these Negroes have said that one of the most realistic ways to begin desegregation in states where there is considerable sentiment against such action might be to set up small integrated classes for superior students. This, they say, would reduce opposition to desegregation and at the same time provide improved educational opportunities for one of the most neglected groups of Negro children in segregated schools.

In June 1956 Mrs. B. A. Compton, principal of John Pitman School, Kirkwood, Mo. (one of the first elementary schools in Missouri to desegregate) and her teaching staff gave *Southern School News** an evaluation of two years' experience with integration. According to that publication the John Pitman teachers think that during the

second year "the scholastic disparity remains just as great and that it is now complicated by feelings of frustration and defensiveness on the part of the Negroes—feelings which come out in the form of greater aggressiveness, arrogance and bad temper." Mrs. Compton and her staff are quick to point out that none of the experiences of the two years constitutes an argument against school integration. They hope that more progress can be reported next year.

Extracurricular activities restricted.

Recently a curriculum expert in the South observed: "It seems to me that where schools have been integrated the action has restricted cocurricular activities such as the prom, the banquet, and perhaps some types of dramatic productions but that it has had little effect upon athletic participation, band, orchestra and similar activities."

There are reports that, in underpopulated white schools in cities where desegregation has occurred, some white students have welcomed the additional talent available for athletic and musical activities as a result of the admission of Negro students.

Bonita Valien of Fisk University, in describing the desegregation of schools in St. Louis in a pamphlet published by the Anti-Defamation League of B'nai B'rith states: "The area in which there has been the greatest amount of concern, caution and frustration has come in the strictly 'social affairs,' often referred to as 'social mixing.' Throughout the system, it is understood that there must be no activities carried on either by or through the school which will embarrass any student. How to handle this is the problem of each individual school. . . . One principal stated that his school was not having any social affairs, while another was having them with restriction, and still another was taking a permissive attitude, saying to the organization: 'Have them if you choose.'"

One of the objections most frequently voiced against desegregation is

the effect it might have upon the social activities of the school—the school sponsored parties, dances, plays, ball games, suppers and similar activities. To realize fully the depth of this objection, one must understand the extremely important rôle the schools play in the social life of most southern communities, especially rural communities.

The Louisiana and Georgia legislatures have passed laws specifically prohibiting interracial social functions or sports contests.

Instructional materials censored or banned.

Three national magazines—*Time*, *Life* and *Look*—have been banned from the high school libraries in Clairborne and Bossier parishes (counties) in Louisiana. School boards in these parishes charged that the magazines "distorted" the race issue. The Bossier school board accused them of waging "a systematic campaign to prejudice the American people against the South by presenting in their columns biased and distorted views of the institution of segregation of races in our schools." Bossier Parish, which includes part of the Shreveport metropolitan area, has nine high schools.

In Morehouse Parish the school board removed a science textbook, "Science for Better Living," from use in the ninth grade. Supt. S. G. Luckey said that the book had been removed after the board had investigated a parent's complaint that certain passages "insinuate that races breed freely with each other."

The Georgia Board of Education has banned three textbooks from use in public schools for being "anti-South." One is a songbook, "Together We Sing," which the board banned because the word "darkies" in Stephen Foster's songs "My Old Kentucky Home" and "Old Folks at Home" had been re-

placed by "young folks," "brothers" or other wording. "America, Land of the Free" was discontinued by the board because it "gives full treatment to the northern argument in the controversies" and "does not give the South credit for its part in the Revolutionary War." The sharpest criticism was leveled at "Our Changing Social Order," a book prepared by Ruth Wood Gavian, H. A. Gray, and Ernest Groves. A study committee said that the book is too critical of the South's racial point of view and speaks in "unfavorable terms" of the South's "dominant group, the white, Protestant, native-born, Anglo-Saxon element."

Teachers dismissed or threatened.

A total of 494 teachers have been dismissed or threatened with dismissal as a result of the segregation-desegregation controversy, according to a recent survey made by the *Southern School News*. The survey revealed that 304 Negro teachers have been displaced in Oklahoma, about 60 in Kentucky, 58 in West Virginia, 20 in Missouri, and about 20 in Texas. Both Negro and white teachers have been dismissed or asked to resign in three other states as a result of desegregation controversies. At least 24 such cases have occurred in South Carolina, four in Florida, two in Virginia, one in Georgia, and one in Delaware.

Nearly all of the Negro teachers displaced in Kentucky, Missouri, Texas and West Virginia have been re-employed, usually in the same state. In Oklahoma, where the bulk of the displacement has occurred, a number of displaced Negro teachers have been unable to find other teaching positions in the state.

Southern School News reports that at least 113 Negro teachers now are instructing white students; all of these are in predominantly Negro schools

*Southern School News is published by the Southern Education Reporting Service, Nashville, Tenn., an objective, fact finding agency established by southern editors and educators with the assistance of the Fund for the Advancement of Education. Its purpose is to provide accurate, unbiased information about developments in education arising from the Supreme Court ruling declaring segregation in public schools unconstitutional. The author gratefully acknowledges the services of the S.E.R.S. and the assistance of its excellent staff.

P.T.A. PROTESTS PRO-INTEGRATION

Betty Baldwin McLaurine resigned as president of the Montgomery Council of Parents and Teachers in July 1956, protesting what she termed the pro-integration position of the National Congress of Parents and Teachers. An Independent Parent-Teachers Alliance since has been formed in Montgomery. Several local P.T.A. groups in at least eight other counties have voted either to withhold funds or to withdraw from the state and national organizations.



to which white pupils have recently been assigned.

Tenure laws weakened. Some states have been amending tenure laws to facilitate the dismissal of certain teachers in the event of desegregation. A special session of the Florida legislature approved a bill on Aug. 1, 1956, "authorizing the county board of public instruction to choose school personnel from all available personnel and certificated teachers when said board is required to or does consolidate its school program at any center and to dismiss any teachers not needed without regard to any previous contractual relationships."

Teachers' personal and academic freedoms restricted. The Appomattox County Board of Education in Virginia refused in May 1956 to renew the contracts of two eighth grade teachers, Georgia Gurney and Gertrude Kerr. Mrs. Gurney said she believed the reason the board did not renew her contract was that she voted in 1954 against a resolution favoring segregation. "I do not consider myself an integrationist, but I do believe the public school system should be preserved." All but one of the 19 teachers in the school signed a statement protesting the board's action.

The two teachers later issued the following statement: "The 18 teachers of Appomattox High School who signed and submitted the protest have been severely criticized and even slandered. . . . Just as we have been unprofessionally and unethically treated, so our colleagues are being intimidated and their positions jeopardized by their actions in our behalf."

The *Richmond Times-Dispatch* declared, in part: "The impression has been created in the widespread publicity accorded the case that the two competent teachers have been dropped, without explanation, and that it is becoming dangerous in Virginia for teachers to express even a mild dissent from majority community opinion on the race problem."

At Mullins, S.C., a seventh grade teacher and coach, Jay Clark, resigned his position following remarks he made concerning the University of Alabama demonstration over the admission of a Negro student. Mr. Clark said: "I simply asked the question if the students' attitude at Alabama was either American or Christian. I made no comment beyond that. I did not mention integration or segregation,

but apparently some people interpreted my remarks in the wrong light." Mr. Clark was reinstated by the school board after a hearing, but he decided that it was best for him to resign.

Harrison E. Lee, principal of Speight School (Negro) at Fort Gaines, Ga., resigned his position as a result of what he termed pressure from other Negroes in the community following speeches he made asking Negroes to "forget integration." In one speech published in the local weekly newspaper in February 1956, Mr. Lee admonished his fellow Negroes: "We have not yet learned how to pool our resources and build even a recreation hall for our children."

Negroes in the community submitted a petition to the board of education calling for Mr. Lee to resign in the best interest of Negroes. The principal said he, his wife (also a teacher), and his family had been threatened. Shortly after Mr. Lee resigned he and his family left the community.

The Louisiana legislature approved on July 8, 1956, acts that provided additional causes for the removal of permanent teachers and other school employes in the public school system. The two additional causes for removal are "being a member of or contributing to any group, organization, movement or corporation that is by law or injunction prohibited from operation in the state of Louisiana, or of advocating or in any manner performing any act toward bringing about integration of the races within the public school system or any public institution of higher learning of the state of Louisiana."

In February 1955 the general assembly of Georgia adopted a bill which "makes it a felony punishable by two years' imprisonment for any state, county, city or school official to allow any state or local funds to be used for a mixed school or to pay any teacher instructing a mixed class."

Unstable conditions deter teachers. There are indications that prospects of job insecurity and unstable working conditions are causing some teachers to migrate to more desirable situations. Two school superintendents in Kentucky reported that, during the Sturgis-Clay desegregation, a few teachers in these and neighboring school systems cited the unstable situation growing out of the desegregation dispute as their reason for wanting to leave their teaching positions.

Interviews with college placement officials and professors closely associated with teacher placement indicate that a number of teachers and school administrators who are available for employment say that they will not consider positions in particular states because of professional conditions resulting from the controversy.

"Quality" of school board membership affected. The superintendent of a medium sized city in Texas reports that in a meeting of several Texas school superintendents there arose a discussion about the "decline in the quality of candidates" running in recent school board elections. The superintendents were of the opinion that some of the more capable persons in their communities were not running for school board membership because they did not want to have the primary responsibility for making the difficult decisions that lie ahead in the desegregation controversy.

In several cases where capable persons were invited to become candidates, they replied that they were concerned about the schools but because of professional reasons they could not afford to become personally involved in a fight over desegregation.

The executive secretary of the Texas Association of School Boards, Don Nugent, said in June 1956 that the few candidates who favored integration were unsuccessful in the spring elections of local school boards. Integration was an issue in only a few districts, but, where an issue arose, pro-segregation candidates won.

Compulsory school attendance laws modified. Mississippi and South Carolina have repealed their compulsory school attendance laws, and Virginia, Louisiana and North Carolina have provisions for suspending compulsory school attendance under special conditions. In repealing its compulsory school attendance laws, South Carolina established a system of visiting teachers in lieu of the attendance teachers who operated under the former compulsory attendance law. The new visiting teachers are charged only with the responsibility for using reason, influence and persuasion to obtain school attendance.

Some persons in South Carolina and the other sections of the South are beginning to question the advisability of compelling many teen-age Negro students to attend school against their will and without the encouragement

of their parents. These persons are saying that for the last 10 or 15 years school authorities in the South have been attempting to urge and force these teen-agers to attend school, with little success but at considerable public expense. They say that perhaps it would be better just to let such youths drop out of school.

"Slow-down" in public school finance. "Maybe we can't enforce segregation, but we have a serious question whether we can provide money for integrated schools," said Tennessee State Sen. James H. Cummings. This statement is indicative of the attitude of a considerable number of southern legislators toward the financial support of integrated schools. South Carolina, Georgia and Virginia have already enacted laws prohibiting the payment of state funds to integrated schools. Interest in such measures seems to be spreading to other states. In Tennessee, for example, where until now no new segregation measures have been enacted into law, political leaders are predicting that the issue of segregation will make the 1957 session of the legislature one of the stormiest in history. One of the measures being seriously considered by some of the more moderate legislators is a law prohibiting the payment of state funds to local school districts that voluntarily integrate.

A measure designed to facilitate the immediate withholding of funds, in the event that integration threatens, is a Virginia law permitting the financing of schools on a month-to-month basis. About a score of Virginia county

boards of supervisors have adopted this financing plan. Some have already encountered difficulties. In October 1956 both the white and the Negro local teachers associations of Hanover County protested to the board of supervisors the delay in salary payments to school employees resulting from the month-to-month procedure.

Educational expense grants for private school attendance. A policy new to recent American public school financing at the elementary and secondary school level—"educational expense grants"—has been authorized in somewhat different forms by the states of Georgia, Virginia and North Carolina.

The North Carolina law states: "Every child residing in this state, for whom no public school is available, or who is assigned to a public school attended by a child of another race against the wishes of his parent or guardian or the person standing in loco parentis to such child, is entitled to apply for an education expense grant from state funds appropriated for that purpose. Such grants shall be available only for education in a private nonsectarian school, and in the case of a child assigned to a public school attended by a child of another race."

The expense grant available to each child eligible in North Carolina "is equal to the per-day, per-student amount of state funds expended on public schools throughout the state during the preceding school year." Since these payments would now amount to only \$135 annually, many persons question whether these laws

would provide sufficient funds even to operate adequate private schools, much less to provide funds necessary for buildings and equipment. This was an issue in the North Carolina referendum in 1956 which authorized the educational expense grants. The objection also was raised in Virginia and Georgia.

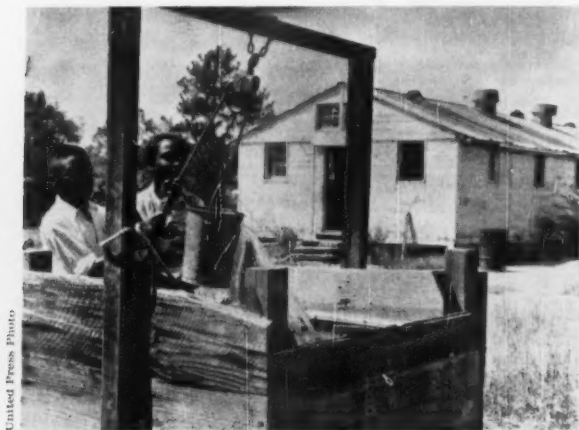
Possible precedent for parochial school grants. Advocates of measures similar to the North Carolina "educational expense grants" law maintain that these grants provide a kind of "safety valve" in "intolerable" situations where parents strenuously object to their children's being forced to attend racially integrated public schools. Some educators point out that, while these provisions may help ease situations resulting from objections to racial association in public schools, they might at the same time set a precedent for educational expense grants to parents who object to their children's attending public schools because of religious beliefs.

These educators reason that, if the principle "money follows pupil" were to become established in the financial support of southern schools through grants to parents who seek to avoid racial mixing, it would be but a short step to the application of the same principle to parents who seek to avoid the mixing of children of different religious faiths in schools.

School bond sales adversely affected. Some southern communities, especially in Virginia, are reported to be holding school bond issues to the barest minimum because of the un-

At Brewton, Ga., 700 Negro children are going to school in dilapidated buildings, the water drawn from an open well, while there stands unused a new rural school for Negroes (below right). There is a dispute over a tiny patch

of land on which part of the school stands. The white owner, Curtis Beall, refused to yield title to the land because he doesn't want Negroes close to his home, he says. His home stands across the road from the new building.



United Press Photo

settled segregation controversy and the tight money market. The *Southern School News* reported in November 1956 that, since Virginia enacted its new anti-integration program with the threat of closing schools, "some bond men say they are not even sure a school bond issue now would sell at all."

County Judge Beverly Briley, after having difficulty selling a \$3 million school bond issue for Davidson County (Nashville), Tennessee, in November 1956 stated: "Financial houses simply are reluctant to purchase school bonds from southern cities and states during this crucial period because of the segregation issue."

The highest rate of interest that has been reported recently in the region is 4 per cent in Mississippi. The lowest has been less than 2 per cent in Maryland, available where districts are able to make use of state credit. The present rate of interest being paid for Alabama school bonds is about 3 per cent. The Deep South state of South Carolina, however, recently sold a \$15 million bond issue as part of its massive school building program for an interest rate of only 2.64 per cent.

School building programs opposed. A Texas superintendent of city schools reports that some school bond referendums in eastern and central Texas have been meeting opposition. He explains the difficulty in this manner: "One group of people doesn't want to spend any more money on segregated schools and the other group doesn't want to spend money on schools unless they are segregated."

The voters of Arlington County, Virginia, rejected in February 1956 a proposed \$9.4 million bond issue for school construction. Shortly before the referendum, Arlington had been the center of a heated controversy in the general assembly over segregation. Thirty elementary classrooms had to go on shifts as a result of the defeat of the bond issue.

The school board of Hoxie, Ark., integrated public schools of its own accord soon after the implementing decision of the Supreme Court. However, the resulting public sentiment in the Hoxie district was such that more than six months later an urgently needed school bond referendum failed to pass.

On the other hand, a county superintendent of schools from the vicinity of Memphis, Tenn., remarked: "The Supreme Court decision has built

school buildings for Negroes all over this section of the state."

In Mississippi a superintendent of city schools observed: "Although the Supreme Court decision is not resulting in integration in Mississippi, it has certainly stepped up interest in providing equal but separate school facilities for Negroes."

School consolidation accelerated. School district consolidation in Mississippi has been accelerated since the Supreme Court decision. Need for such consolidation results from the unusual former school organization in Mississippi, which placed white and Negro children in completely separate school districts. The school district reorganization is a part of Mississippi's Negro-white school equalization program and is designed to replace the small overlapping districts with single districts large enough to support equal and adequate schools for each race. Twenty-four of the state's 82 counties have already reorganized school districts.

School facilities utilized better. In an official report on the desegregation of its public schools, the St. Louis Board of Education states that one of the immediate outcomes of desegrega-



"Let the blessed light of publicity shine in."

tion was the redistribution of students to relieve crowded conditions which had for many years existed at the high schools for Negroes. The average enrollment at the two previously all-Negro high schools was decreased from 4236 students during the semester preceding desegregation to 3592 students during the semester following desegregation—a 15 per cent reduction.

Federal aid for education hampered. Some observers report that an increasing number of southern congressmen are opposed to expanding federal aid to education *with or without* desegregation provisions. Apparently the general feeling among these southern congressmen is that if desegregation strings are not attached to the original federal aid bills they will be attached to later appropriation bills, after southern schools have become partially dependent upon federal funds.

THE forces of segregation and integration are joined in combat; their battlefield is the public schools of the South. Perhaps out of this struggle will be born an educational system better fitted to meet the needs of the South of tomorrow. Whether or not the people of the South realistically face and resolve the present crisis with wisdom, understanding and forbearance depends largely upon those Southerners who have not identified themselves with either extreme.

The United States Supreme Court prefaced the specifics of its implementing decision of 1955 with the following: "Full implementation of these constitutional principles may require solution of varied local school problems. School authorities have the primary responsibility of elucidating, assessing and solving these problems."

In many sections of the South, school officials who attempt to move toward the desegregation of schools find their communities divided into two militant camps. One group interprets the court's phrase, "with all deliberate speed," to mean "at once." This group discounts the time required for the "solution of varied local school problems" and pushes for immediate desegregation. The other group, ignoring the court's statement that "the validity of these constitutional principles cannot be allowed to yield simply because of disagreement with them," insists that the desegregation of schools would bring disaster to many southern communities and must be indefinitely postponed. The vocal sentiment on the question of public school desegregation in the South has become polarized into the NOWS and the NEVERS.

Many Southerners reject both of these positions, but at present there is no major group with a well defined position which southern moderates can conscientiously support. A new and

different approach must be developed by groups attempting to promote desegregation if such groups are to gain support among southern moderates.

The present emphasis of major pro-integration groups is largely a frontal, legal attack on segregation. In the past this approach has resulted in the winning of significant desegregation lawsuits, and there are still legal battles to be won. But it is possible to win battles and lose a war. Flexibility in approach might easily mean the difference between success and failure in terms of accomplishing the ultimate goal of desegregation—the acceptance of Negroes as full and equal citizens in American democracy. Shared respect between the races is essential for accomplishment of this goal.

Present approaches create resentment. At the present time a substantial group of white Southerners who believe segregation is morally wrong and who might otherwise be sympathetic toward desegregation think that the approaches being used by major prointegration organizations frequently create unnecessary tensions without helping in the solution of some of the more vexing problems involved in desegregation.

Changing the attitudes of these white Southerners—and their attitudes must be changed if public school desegregation is to achieve its most significant goal—will require a great deal of understanding and thoughtful action on the part of integrationists and their organizations. It will require that the persons advocating desegregation have a working knowledge of the problems desegregation presents in various sections of the South. It will require that persons attempting to promote desegregation face realistically the fact that, although there are many exceptions, as a group southern Negroes show characteristics usually found among groups that are largely confined to the extreme lower socioeconomic levels—characteristics such as a high rate of crime and violence, a high percentage of broken homes, poor sanitation practices, a high rate of disease, and lower scholastic achievement. This is not admitting inherent racial inferiority; it is only recognizing conditions which exist and which constitute severe problems in the desegregation of many southern schools.

Persons and groups interested in desegregation might be wise to take the lead in helping to reduce some of

the more acute problems bearing directly upon desegregation. An approach emphasizing the responsibility of Negroes to prepare for desegregation rather than their immediate right to attend integrated schools could be particularly helpful. It would also be in keeping with the Supreme Court's



Charlotte Observer, Charlotte, N.C.

Defining the situation.

decision. Such an approach stressing education and responsibility among Negroes not only would help alleviate some of the trouble-spots in desegregation but might enlist support among many white Southerners.

Negro parents can help. One highly publicized trouble-spot is the relatively low scholastic achievement average of Negro pupils as compared with that of white pupils of the same age. One way the scholastic achievement of Negro children could be raised is through parental assistance. Interested groups might organize and conduct educational programs for Negro parents designed to increase the ability of these parents to help their children improve academic skills.

More remedial work recommended. Scholastic achievement of Negro pupils could also be improved through the employment of special teachers to assist pupils needing remedial work. Groups interested in desegregation could urge school officials to provide such teachers. In addition, these groups could urge that outstanding teachers be paid extra to hold special clinics in the basic skill subjects for pupils in the afternoons, on Saturdays, or during the summer. Desegregation groups could encourage local school authorities to set up workshops and to provide teachers of Negro pupils with more consultative services in remedial problems and technics.

Related to improvement of health and sanitation. Other problems relating to the desegregation of schools, such as the improvement of health and sanitation among Negro pupils, could be approached in a similar manner. The frequency of disease could be reduced through improved health inspections and medical treatment.

Such an approach might have a far-reaching effect upon the many white Southerners who feel that desegregation is morally right but that present conditions prevent it. The attitudes of other white Southerners who prefer segregation in public schools but who believe that desegregation is inevitable might also be influenced.

Many southern whites might lend both financial and moral support to such programs. With this as a beginning, it is reasonable to believe that some of these persons might also exercise leadership in developing programs designed to help white pupils and parents face the problems of desegregation. Programs emphasizing education and responsibility initiated through the efforts of groups interested in desegregation might become the nucleus around which school officials could build expanded programs designed to alleviate the major problems involved in the integration of white and Negro pupils in public schools.

A more realistic approach to full citizenship. Such an approach by groups interested in accomplishing the ultimate goals of desegregation does not require the abandonment of appropriate litigation. It merely calls for a much broader and more realistic program that has greater possibilities for achieving the basic purpose of desegregation—full and equal citizenship. Whether this approach or another is used, one thing is certain—only an approach that develops shared respect between the races can accomplish the real intent of the Court decision.

* * *

REPRINTS of this final article and of the five discussions that preceded it are available at nominal cost from the editors. Early articles discussed:

1. Shock Waves of Desegregation.
2. Patterns of Resistance to School Integration.
3. Forms of Compliance.
4. Politicians Sidestep Desegregation.
5. Crusaders for Segregation.

The Future of the One-Room School

*is not so bleak as we might think. It looks
as if most farm areas would always
have some. The need is to make them efficient.*

W. W. LUDEMAN

President, Southern State Teachers College, Springfield, S.D.

SCHOOL patrons, especially in the Midwest and Great Plains states, are wondering about the future of the one-room, one-teacher, open-country rural school which has been the center of elementary education for farm people. They have watched with keen interest the trends in the last 25 years as the number of rural schools has decreased. In some older states in the East the open-country rural school has been almost completely absorbed into the town and village school, through carefully planned transportation and reorganization.

Will this trend toward merging rural schools with one another or into town schools continue? If so, how far will it go?

Will the one-room rural school as we now know it finally disappear from the educational scene?

These are questions about which farm families are apprehensive. They think of the rural school as a local institution around which much of their community life has revolved. A large share of the pride in the locality has been centered here.

To take this local school completely away from the area seems to rob these families of a treasured asset. In some cases it causes hardships brought on by greater distances to be traveled to other schools, or in some instances it forces parents to board and room children away from the protecting shelter of their own home.

In any thorough analysis of this problem one is faced with what would seem for the moment at least some factors that are definitely certain, while other factors are to some extent uncertain.

These are a few things we are quite sure of as we study the rural school situation:

Rural educational consciousness is strong. The farm people of America have risen to great heights in their school interests. This interest carries through from elementary to high school to college. They are demanding good facilities at all levels for their children, but they also prefer to have these schools close to their homes if at all possible.

Farm population has become stabilized. The movement of people from rural areas to cities has leveled off. The size of farms is reaching an upper limit. The number of farm families will remain quite constant from now on. In fact the total rural population will edge upward in the next few years owing to increased birth rates.

There are also certain things we cannot be too sure of as we study this problem, such as:

Possibility of booms. Many states have felt the impact of unforeseen discoveries, such as oil or minerals, or development programs, such as river development, all of which cause disturbances in population distributions.

What might happen to top-heavy population centers? Some people believe that there will be a decentralization of large population centers. A recession would hasten such a trend, and any danger of atomic attack on a city center would drive people in great numbers into the open country.

The family-sized farm. There has been a strong move toward the family-sized farm in several states. Any movement of population from city back to farm would hasten this trend—all of which would add up to more farm

families and the need for more rural school facilities.

One would be brave indeed to predict with final certainty what will happen to any of our social institutions, much less the schools. But there appears to be enough evidence at hand to enable one to offer the following practical conclusions on which to base long-range planning:

There always will be a need for some one-room rural schools. How many of such schools will be required? Where will they be located? This will hinge on local factors such as accessibility and geography. In most Midwest states the decrease in the number of rural schools has tapered off.

Better rural school districts mean better rural schools. The move for sounder districts is aimed at strengthening, not eliminating, the rural school. A larger and better school district means a better financed school with all of the benefits accruing thereto.

The one-room rural school can be efficient. A rural school with a well trained teacher, with enough pupils to offer competition and socialization, and with proper equipment can and does produce good results.

Rural schools will always depend on roads. One cannot separate the open-country school problem from roads. Fewer schools mean longer distances to be traveled by pupils. And there are limits to travel. Weather conditions in the Midwest make long hauls too risky.

So, this is my opinion now: We shall always have rural schools. They are a must in most farm areas, and they can be efficient. #

THERE is a backlog of need for new public elementary and secondary schools ranging from 200,000 to 500,000 classrooms, depending on the standards of school housing assumed to be fit for American children. Construction has increased since 1950, but it has not kept pace with the requirements of larger enrollments, obsolescence, shifting school population, and necessary new schools in reorganized districts.

There is every indication that a large majority of the American people favor the full use of our local-state-federal tax structure to remedy the shortage of classrooms. The leaders and formal platforms of both major political parties favor national school construction legislation. Each blames the other for failure of the 84th Congress to enact it. In the political area there has been some hypocrisy, but eventually there will be action in accord with the will of the people.

The desegregation roadblock that was used in Congress to defeat the Kelley bill last July can hardly persist in the face of this public opinion. A consistent national policy must be developed for all federal programs of assistance to education, whether for vocational education, school lunches, construction and maintenance of schools in defense areas, or federal research contracts. Congress will be reluctant to burden all these and other educational programs with the federal discretionary control sought in connection with desegregation, nor is it likely to continue application of a different policy to school construction than to the others.

Worst kind of federal control. The alternative is to recognize the methods of judicial enforcement of desegregation as defined by the Supreme Court as the proper approach to the problem, and this we may confidently expect. Most citizens and educators oppose discretionary federal administrative power to substitute the ideas of federal bureaucrats about desegregation for those of the courts. *This would be federal control of education of the most objectionable kind.* Issues on civil rights should be able to stand on their own feet in Congress and elsewhere. It is patently unfair to attach legislative riders to educational legislation when they could not be passed alone, merely to drag educational legislation to tragic and undesired defeat.

PAYING FOR SCHOOLHOUSE CONSTRUCTION

**A proposal for full use
of the local-state-federal
tax structure to remedy the shortage
of public school classrooms.
Three alternative formulas
for allocation of one billion
dollars of funds to the
states are analyzed and
compared with the federal
tax incidence within the states.**

EDGAR FULLER

*Executive Secretary
Council of Chief State School Officers
Washington, D.C.*

In this article I shall assume that the public will is certain to prevail. I shall examine the fiscal realities that make federal legislation necessary. Then I shall discuss the appropriate-

ness and adequacy of school construction as a vehicle for federal sharing of the costs of education. Finally, I shall evaluate some of the formulas that have been proposed for federal assist-

ance to the states, considering both distribution according to need for school construction and equity among the states in paying for it.

FISCAL REALITIES

During the next decade, Americans must spend an average of about \$4 billion each year for new public school facilities. Even at best, much of this cost of new construction must be raised by borrowing. The latest official statistics show that local school districts paid \$361 million to retire old school bonds during the school year 1953-54 but issued new bonds in excess of \$1.6 billion during the same year. Borrowing has increased rapidly since 1954, so that school districts are now increasing their net capital indebtedness more than \$1.5 billion each year. In doing this, they are also obligating themselves for the highest interest rates paid for several decades.

Debt service encroaches on funds for operation. Local school taxes come almost entirely from real estate. Unfortunately, ownership of such property is no longer a reliable indicator of ability to pay taxes. In our society most income is earned quite apart from such ownership. As a result, the greatly increasing cumulative load of debt service in thousands of school districts makes them less and less able to bear the local share of costs for effective current operation of schools from their property taxes. Eventually these districts may be forced to reduce teachers' salaries and other costs of instruction to pay off the bonds from the inflationary 1950's, just as they did during the 1930's to pay off the school bonds that were sold during the inflationary 1920's.

Such local districts need more help than they are likely to receive from the states alone. State taxes increased 15 per cent and state debts 14 per cent in the year ending June 30, 1956, but the states as a group made little or no impact on accumulated school needs. This is typical of the years since 1950. New needs are multiplying which must be met at inflated prices, and even with heroic efforts many states find themselves running hard to stay in the same place.

State aid has not increased percentage-wise. In the inflationary years since 1950, state aid for education has increased greatly in number of

dollars, but the *percentage* of total public school costs paid by the states has remained almost stationary. The trend which approximately doubled the percentage of state aid between 1925 and 1950 has leveled off. Just when much greater funds are most needed, the schools are finding they must rely more and more on the local property taxes that are only one-fourth as representative of the gross national product as they were in 1930.

TWO FEDERAL TAX IMPACTS

One reason for this financial dilemma in education is that the federal government is devastatingly effective in collecting taxes and that it is increasingly taking from the states some of their most productive tax sources. It skims off taxes that could otherwise be used by the states for education. Then the federal government diverts state appropriations away from education by granting funds for highways, hospitals, public assistance, and other services to the states on such favorable matching terms that these services gain a priority over education in the competition for state funds. This further skims off state funds that could otherwise be used for education. These two federal tax impacts are forcing the state governments into a tax position almost as difficult as that of the local school districts, with education in the lowest competitive position among the public services.

Under these conditions, the present federal discrimination against education can be ended only through equitable use of the local-state-federal tax system for education along with the other public services. It is politically impossible to give education an equal chance at the state tax dollar by reducing federal grants to the competing public services because both political parties are firmly committed to increasing them.

Federal sharing of construction costs is practical. Sharing of school construction costs is clearly the most practicable way for the federal government to assist elementary and secondary education. The state governments have traditionally used state funds for current operation rather than for school construction. This has occurred because state legislatures have been under tremendous pressures to provide for an adequate number of competent teachers. In recent years greatly increased enrollments have led the people to

insist that state funds should first be made available for current operations. This priority has caused the states to appropriate about 40 per cent of the total current costs of public education from state funds, or more than \$3½ billion annually.

For these reasons substantial state funds for school construction, as a practical matter, are difficult to obtain. Only a dozen states supply more than token construction funds to local districts, and some leave the final burden on local property taxes by merely lending funds to local districts. The tendency is for states to attack the crisis in teaching and to leave capital outlay to local districts. These facts make it fortunate that school construction, which is the area of educational finance most difficult for the states and local districts, happens to be the area of educational finance best adapted for federal support.

Federal sharing of costs would greatly accelerate school construction to meet the shameful backlog of need that has persisted. It would give the schools a position of equality in competition for state funds by supplying financial incentives to state legislatures to vote matching funds for schools. It would consign to antiquity the idea that federal financing of education amounts to a dole or a handout, recognizing that the same theories concerning federal sharing of costs apply to education as to other public services.

One of its greatest advantages would be that local districts would be saved huge amounts of debt service. This would protect their long-range position of substantial dependence on local property taxes for current operation of schools.

No danger of curriculum control. Another reason school construction is the best vehicle for federal assistance to education is that there would be no danger that it could lead to any federal control of instruction in local schools. Reasonable federal sharing of school construction costs would make the federal government a substantial factor in educational finance, but schools would be constructed under state and local standards. Instruction would begin only after the buildings had been completed, and under the same local control that prevails over the teaching in other school buildings.

Need for school facilities is so great and so widespread that larger funds than Congress is likely to ap-

appropriate can be utilized in this field with maximum benefits to education. School construction is a large enough and general enough area to take it out of the category of special federal aids requiring federal control to keep them special. If Congress should treat education as it does highways, or health, or public assistance, all our children could have reasonably good school facilities within a few years. There would also be great stimulation of school district reorganization and other favorable byproducts that would result in better education.

Fair share would be more than \$2 billion of federal grants annually. Should state and local funds be matched by federal grants in the same ratio as federal highway funds are being matched this year, the federal appropriation would be \$2,284,000,000, or 57.1 per cent of the total cost of a \$4 billion school construction program. Similarly, if the federal formula for hospital construction were applied, the federal appropriation would be \$2 billion annually. Treated on the same matching basis as public assistance in fiscal 1956, Congress would appropriate \$2,020,901,000 of a \$4 billion school construction program.

Were the costs to be shared by the national government for the entire \$4 billion program of school construction as for these other public services, school construction could be an adequate vehicle for federal assistance to education to the extent of more than \$2 billion of federal funds annually. Should the federal appropriation be reduced to \$500 million annually, the one-fourth of the total program of school construction could be accomplished that is now the most difficult for local districts and states to finance alone.

The "need" exists in all 48 states. Next to desegregation, this is perhaps the bogeyman most used by those who oppose federal sharing of school construction costs. They ignore the facts of local school needs and local school finance, dealing instead in fanciful generalizations about "wealthy states" and "poor states." Even as they agree that all states should share in federal highway funds distributed according to such flat-grant measures as general population, miles of rural post roads or land area, they insist that the schools must remain dependent on the inadequate tax sources that perpetuate the crisis in education.

The statement that federal funds must be "distributed to the states according to need" too often assumes that the major differences in ability to construct schools are *among the states*. This is not so. There are much larger differences *among local districts* within each of the 48 states than are found between the richest and the poorest states themselves. Neither is the question of determining need among local districts one for the federal government, other than to recognize that every state has its problem districts.

Let us clarify this point about where the "need" really exists. Relative per capita personal income is perhaps the best comparative measure of financial ability among the states. Department of Commerce reports show that in 1955 per capita personal income was \$2263 in New York and \$946 in Mississippi, or a ratio of 2.39 to 1 in favor of New York. In 1950 this ratio was 2.58 to 1; in 1940 it was 3.95 to 1. Obviously, the trend is toward less difference between New York and Mississippi in average per capita income. The same narrowing of differences in income is general among the states usually regarded as "rich" or "poor."

DIFFERENCES WITHIN STATES

But differences in financial capacity among school districts *within* states are much greater. In New York, for instance, they are 4 to 1 as measured by property valuation per school child among cities, nearly 7 to 1 among villages and more than 15 to 1 among central school districts.¹ In Illinois, the richest district is financially more than 35 times as able to construct needed classrooms as the poorest. Eliminating the 10 per cent of poorest districts and the 10 per cent of richest districts, the variation among local districts in ability to construct schools in Illinois is still 7 to 1.² In Iowa the comparable spread between the richest and poorest high school districts is 16 to 1.³ In Mississippi very recent studies show that the richest district has eight times as much wealth as the poorest, and that after eliminating the 10 per cent of poorest and 10 per cent of richest districts, the range of financial ability

among the others is slightly less than 3 to 1.⁴

It is certain that need for school construction assistance results more from the very great differences among local districts in every state than from the comparatively small differences among the states themselves. The size of local districts in the several states is a factor, but not enough of a factor in any state to establish any exception to the rule. The richest 10 per cent of local districts in Mississippi need assistance far less than the most needy 10 per cent of districts in New York. Similar overlapping of financial capacities will be found among the local school districts of any two states one may compare.

These are financial variations which exist generally among local districts within each state. The extremes of financial ability affect to some extent both current operating funds and capital outlay. Need for school construction is concentrated in comparatively few school districts in any given year, however, rather than among all or almost all districts. This characteristic makes districts that need construction assistance much alike, regardless of the state in which they are located. Generous state aid for current operation preserves instructional programs everywhere, but a district with an inadequate property base finds new construction as difficult to finance in Illinois as in Alabama.

The states will no doubt be vigorous in their efforts to ensure good education in all districts by sharing generously the necessarily increased expenditures for current operation during the next decade. This is the area of educational finance for which they are best adapted. The national government can best assist education by sharing the remaining 25 or 30 per cent of total elementary and secondary education costs that must be expended for capital outlay during the next decade, and this is where it can operate most effectively.

Formulas applicable to the states.

I shall now examine some specific formulas. Certainly distribution according to need is an important factor. There are many who believe it is also reasonable to consider the equities of the federal taxpayers who supply the funds. (Continued on Page 76)

⁴Recent Studies of State Department of Education, Jackson, Miss.

¹Temporary Commission on Educational Finances: Financing Public Education in New York State, Albany, 1956, pp. 93-95.

²McLure, William P.: Financial Support of Illinois Public Schools, University of Illinois, September 1955, pp. 16-18.

³Iowa Public School Data, 1954-1955 School Year. State Department of Public Instruction, Des Moines.

What is "distribution according to need" of federal funds to states for school construction? For reasons already stated, school construction assistance cannot be distributed solely on the basis of relative financial ability among the states because it affects only selected districts within each state which are stranded on an inadequate tax base and which are not typical of the state as a whole. Traditional concepts of current federal aid which considered all districts in a state each year do not apply in distribution of construction funds.

What is "equitable treatment for the federal taxpayers" of all states in view of the national interest in education? Many proponents of federal funds for school construction have disregarded the effects of the federal tax system. They merely assume that there is a pot of gold in Washington to be distributed, without taking into account that federal taxes are collected much more according to ability to pay than are local or even state taxes. A steep equalization formula may be

justified for small federal funds to help a few exceptionally needy districts on a handout basis but can scarcely be defended when substantial federal funds are distributed on the theory of sharing construction costs where the states determine it is locally necessary.

There are honest differences of opinion about what is truly "distribution to the states according to need" in the field of school construction, as well as about which taxpayers shall pay the bill. The accompanying chart compares the results of three alternative formulas with the federal tax incidence for 1954. From these data one may conclude whether the formula which allocates funds to the states on the basis of their respective school-age populations (Column 2), or a steep equalization formula (Column 3), or a mere withholding of federal taxes on the basis of federal tax incidence (Column 4) best meets the need and is most fair to the taxpayers of all the states. While he is reading my explanations here, I suggest that the reader refer frequently to the chart.⁵

Column 1 shows the federal tax burden for each state necessary to collect \$1 billion in federal taxes in 1954. These computations have been made on the basis of what the inhabitants of each state actually *bear* in federal taxes, rather than on the basis of *where* the taxes are collected.

For instance, the huge federal excise taxes on cigarets collected in North Carolina are credited to the states where the cigarets are consumed. Similar allocations have been made of all the \$66,822,600,000 of federal taxes collected in 1954, including corporate income and profits, individual income, federal insurance contributions, railroad employment and insurance, unemployment insurance, estates and gifts, alcohol, tobacco, gasoline and oil, automobiles and parts, electrical energy, manufacturers' and retailers' excises, telephone and other communications,

⁵No allowance has been made in these tables for federal administration. The increase in appropriations for the U.S. Office of Education in 1956 was sufficient to absorb these costs.

HOW TO INTERPRET THE PROPOSED FORMULAS →

The basic theory of the Kelley bill is that there shall be federal sharing of the costs of school construction in each state's most needy districts as chosen by the states themselves. Equalization *among states* would be only that which is inherent in the federal tax system. *Among districts* within each state there could be any amount of equalization the state might establish.

The basic theory of the Administration's formula is to equalize more *among states* according to relative per capita income. This would go beyond the 7 to 1 advantage of Mississippi over New York which is inherent in the federal tax system. The state could distribute funds *among districts* in the same manner as under the Kelley formula.

The basic theory of the tax withholding formula is that there is no national responsibility to share in the costs of constructing schools beyond lending the tax collecting machinery of the federal government. No state would expend any federal funds raised outside its own borders.

It is easy to determine from the chart on the opposite page how your state would fare under each formula. Let us illustrate with a low-income state (Alabama), a near-

average state (Missouri), and a high-income state (New Jersey). All figures are based on official statistics for 1954 and refer to federal collection and federal distribution of \$1 billion for construction of public school buildings.

ALABAMA'S federal tax burden is \$8,810,000 (Col. 1). Under the Kelley bill's flat-grant formula it would receive \$23,030,000 (Col. 2); under the Administration's formula it would receive \$34,726,000 (Col. 3); under the federal tax withholding formula it would receive \$8,810,000 (Col. 4).

MISSOURI'S federal tax burden is \$24,660,000 (Col. 1). Under the Kelley bill's flat-grant formula it would receive \$23,560,000 (Col. 2); under the Administration's formula it would receive \$22,694,000 (Col. 3); under the federal tax withholding formula it would receive \$24,660,000 (Col. 4).

NEW JERSEY'S federal tax burden is \$40,470,000 (Col. 1). Under the Kelley bill's flat-grant formula it would receive \$29,130,000 (Col. 2); under the Administration's formula it would receive \$17,096,000 (Col. 3); under the federal tax withholding formula it would receive \$40,470,000 (Col. 4).

Federal Allocations of \$1 Billion to the States and the District of Columbia According to Three Proposed Formulas, Compared With Federal Tax Incidence

STATE	1. Actual federal tax burden (incidence), fiscal year 1954 (in thousands)	2. Formula of Kelley bill, H.R. 7535, 84th Congress, according to school-age population, 5 to 17 (in thousands)	3. Formula of Eisenhower Administration's bill, S. 2905, 84th Congress, excluding effort index (in thousands)	4. Formula providing for 1 per cent withholding by each state according to federal tax burden (incidence), fiscal year 1954 (in thousands)
ALABAMA.....	\$8,810	\$23,030	\$34,726	\$8,810
ARIZONA.....	4,620	6,520	7,860	4,620
ARKANSAS.....	4,260	13,650	20,619	4,260
CALIFORNIA.....	94,120	70,730	44,164	94,120
COLORADO.....	8,960	9,270	9,374	8,960
CONNECTICUT.....	23,150	12,280	6,262	23,150
DELAWARE.....	5,530	2,140	1,187	5,530
DISTRICT OF COLUMBIA	8,810	4,120	4,152	8,810
FLORIDA.....	19,910	19,580	21,185	19,910
GEORGIA.....	13,560	26,290	37,149	13,560
IDAHO.....	2,400	4,340	5,610	2,400
ILLINOIS.....	73,170	51,990	34,652	73,170
INDIANA.....	21,760	26,260	24,983	21,760
IOWA.....	11,590	16,490	18,109	11,590
KANSAS.....	9,410	12,200	12,469	9,410
KENTUCKY.....	10,640	21,360	30,197	10,640
LOUISIANA.....	11,610	20,780	28,667	11,610
MAINE.....	5,030	5,760	6,919	5,030
MARYLAND.....	19,740	15,930	14,002	19,740
MASSACHUSETTS.....	38,980	27,150	21,127	38,980
MICHIGAN.....	48,810	43,810	37,694	48,810
MINNESOTA.....	16,150	19,770	21,949	16,150
MISSISSIPPI.....	4,300	16,710	25,248	4,300
MISSOURI.....	24,660	23,560	22,694	24,660
MONTANA.....	2,900	4,090	4,378	2,900
NEBRASKA.....	6,410	8,270	8,897	6,410
NEVADA.....	2,240	1,200	634	2,240
NEW HAMPSHIRE.....	3,610	3,290	3,545	3,610
NEW JERSEY.....	40,470	29,130	17,096	40,470
NEW MEXICO.....	3,190	5,960	8,232	3,190
NEW YORK.....	151,860	84,210	49,101	151,860
NORTH CAROLINA.....	13,770	31,270	45,523	13,770
NORTH DAKOTA.....	1,860	4,430	6,270	1,860
OHIO.....	58,610	51,970	42,831	58,610
OKLAHOMA.....	8,890	14,680	18,681	8,890
OREGON.....	9,070	10,000	9,652	9,070
PENNSYLVANIA.....	74,500	64,470	58,566	74,500
RHODE ISLAND.....	5,950	4,570	3,702	5,950
SOUTH CAROLINA.....	6,360	17,990	27,184	6,360
SOUTH DAKOTA.....	1,980	4,430	5,860	1,980
TENNESSEE.....	11,460	23,560	33,331	11,460
TEXAS.....	40,370	56,450	66,985	40,370
UTAH.....	3,360	5,570	7,214	3,360
VERMONT.....	1,930	2,480	3,135	1,930
VIRGINIA.....	16,180	23,640	28,890	16,180
WASHINGTON.....	14,850	15,400	13,388	14,850
WEST VIRGINIA.....	7,670	14,760	20,866	7,670
WISCONSIN.....	20,890	22,450	22,941	20,890
WYOMING.....	1,640	2,010	2,100	1,640
TOTALS.....	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00

transportation of persons and property, and amusements.⁶

The progressive character of the federal tax system appears clearly when the tax burden of each state (Column 1) is compared with the share of \$1 billion that would have been received by each state in 1954 under the flat-grant formula of the Kelley bill, which was defeated in the House of Representatives on July 5, 1956 (Column 2). Under this formula, Mississippi would have received \$3.886 for each \$1 of federal taxes contributed; New York would have received \$0.555 for each \$1 of its federal tax burden necessary to supply the funds for school construction. Measured by school age population, the inherent equalizing effect of the federal tax system per school age child in 1954 is thus slightly more than 7 to 1 in favor of Mississippi in comparison with New York. This should be considered in connection with the 2.39 to 1 advantage of New York in per capita personal income in evaluating the formula of the Kelley bill as long as there are local districts seriously in need of school facilities in each state.

INCREASED BY WEIGHTING

Measured by the Eisenhower Administration's formula of S. 2905 of the 84th Congress (Column 3), the inherent equalizing effect of the federal tax system is increased by weighting according to average income in the several states so that the advantage per school age child that Mississippi holds over New York in terms of taxes paid and funds received becomes more than 18 to 1. Expressed in another way, for each \$1 of federal taxes contributed by Mississippi, it would receive \$5.87; for each \$1 of federal taxes contributed by New York, that state would receive \$0.323 under the formula of S. 2905. This ratio of more than 18 to 1 should also be considered in connection with the 2.39 to 1 per capita income advantage of New York in comparison with Mississippi as long as there are local districts seriously in need of school facilities in each individual state.

⁶The federal tax incidence of the states for 1954 was computed by S. J. Mushkin of the Department of Health, Education and Welfare and was presented at a meeting of the National Association of Tax Administrators in July 1955. The basic methods used by economists to determine federal tax incidence are described in more detail in Mushkin and Crowthers: *Federal Taxes and the Measurement of State Capacity*, Department of Health, Education and Welfare, May 1954.

Column 4 duplicates the federal tax incidence shown in Column 1. This formula would merely return to each state the part of the \$1 billion it had contributed in federal taxes. This is, of course, the formula farthest removed from the steep equalization formula of Column 3 and merely eliminates the inherent equalizing effect of the federal tax system as reflected in the flat-grant formula detailed in Column 2. It would return \$151,860,000 to New York and \$4,300,000 to Mississippi, and come out with more than seven times as many dollars for each school age child in New York as in Mississippi. A comparison of Columns 1, 2 and 3 on a state-by-state basis will show clearly the position of the flat-grant formula between the two extremes.⁷

With average per capita personal income \$2263 in New York and \$946 in Mississippi in 1955 (a 2.39 to 1 ratio), and with the cost of school construction at least 20 per cent less per classroom unit in Mississippi than in New York, it may be that the 7 to 1 advantage per school age child which the flat-grant formula of the Kelley bill gives Mississippi over New York could reasonably be regarded as distribution to the states according to need. This might lead to the conclusion that the 18 to 1 advantage per school age child of Mississippi over New York under the S. 2905 formula is too high, since there are many needy school districts in both states.

A better plan. There are some difficulties in the practical application of the flat-grant formula, however, that require additional attention. One is that there tends to be a larger number of extremely poor districts in the poorest states. Even when matching of federal funds is on an over-all state basis rather than by individual districts, such states might have difficulty in meeting 50-50 matching requirements. The Administration's formula has the virtue of reducing the matching requirement as the federal share increases for states of low economic ability, thus taking into account this particular difficulty.

Some compromise with this condition is in order. Supporters of the

⁷The Gwinn Amendment offered during the debate on the Kelley bill was based on federal income taxes collected in each state rather than on the federal tax incidence of each state as in Column 1. The latter is used here because it is less absurd than was the Gwinn formula.

Kelley bill were fully prepared to make such a compromise in the Senate in 1956, had the bill been passed by the House. There was an understanding to this effect before the Kelley bill was considered in the House. But the desirability of such a compromise does not mean that all federal funds should be allocated on the steep "equalization" formula of S. 2905. That would be unfair to needy school districts in states paying exceptionally heavy federal taxes.

Middle ground plan may be fairest to all. A middle ground which may be the fairest to all concerned is to apply a steep equalization formula to 20 per cent of all federal funds appropriated in any year until a maximum of perhaps \$100 million has thus been allocated, and then to distribute all additional appropriations according to population of school age. If the federal appropriation for one year were \$500 million, for instance, \$100 million would be allocated on the steep equalization formula and \$400 million on the more moderately equalizing flat-grant formula.

FISCAL FAIRNESS

The first 20 per cent of federal funds could have such liberal matching requirements for local districts that the poorest districts in the poorest states could in all instances meet the requirements. The remaining 80 per cent would be allocated to take into account needy districts everywhere, and also the fundamental fiscal fairness of distribution according to school age population. A formula with both these features would give priority to the concentration of needs in a few states and then recognize the equalization inherent in the federal tax system as adequate to meet the requirements of needy districts in all states.

The supporters of financial equity for education have too long looked the other way when asked where the money is coming from. Opponents have filled the void, often with warped statistics based on the federal tax collections of states rather than on the federal tax incidence of states. The case is so strong for federal participation in the financing of school construction that no such opposition can long prevail in the light of all the facts. Those who believe in local-state-federal fiscal equity for education should be aware of these facts and forthright in their interpretation of them. #

WITH the advent of municipal zoning ordinances, numerous questions of a legal nature have arisen. One such that has appeared before the courts on several occasions concerns the legality of a city ordinance that permits public but prohibits private schools in certain designated areas. Courts are in disagreement on the question of the legality of such an ordinance. In a recent Wisconsin case it was held that such an ordinance was valid,¹ while in California the opposite was held.² Both cases were characterized by dissenting opinions.

Before considering the reasoning followed by the courts in these cases, I shall discuss the legal status of zoning ordinances in general. The power of a municipality to zone, in general, together with the limitations upon this power, has been commented upon by the United States Supreme Court.³ In ruling on a case that had its origin in Massachusetts, the court said:

"The governmental power to interfere by zoning regulations with the general rights of the land owner by restricting the character of his use, is not unlimited, and, other questions aside, such restriction cannot be imposed if it does not bear a substantial relation to the public health, safety, morals or general welfare."

EXERCISE OF POLICE POWER

Along the same line, a California court has said:

"It is well settled that zoning ordinances, when reasonable in object and not arbitrary in operation, constitute a justifiable exercise of police power. . . . Every intentment is in favor of the validity of the exercise of police power, and, even though a court might differ from the determination of the legislative body, if there is reasonable basis for the belief that the establishment of a strictly residential district has substantial relation to the public health, safety, morals or general welfare, the zoning measure will be deemed to be within the purview of the police power."⁴

From these quotations, it may be concluded that the power to zone is

¹State ex rel. Wisconsin Lutheran High School Conference v. Sinar, 65 N.W. (2d) 43, 267 Wis. 91.

²The Roman Catholic Welfare Corporation of San Francisco v. City of Piedmont, 289 P. (2d) 438 (Cal.).

³Nectow v. City of Cambridge, 277 U.S. 183, 48 S. Ct. 447.

⁴Wilkins v. City of San Bernardino, 175 P. (2d) 542, 29 Cal. (2d) 332.

Courts disagree on validity of

Zoning Ordinances to Prohibit Private Schools in Certain Areas

LEE. O. GARBER

Professor of Education, University of Pennsylvania

inherent in a municipality's police power. It is not unlimited, however, but must bear a direct and substantial relationship to the public health, safety, morals and/or general welfare. Just what is included within the meaning of the term "general welfare" is for the courts to decide. In Michigan, for example, a court refused to indulge in the presumption that the exclusion of both schools and churches from a particular municipality was conducive to the general welfare or health, morals or safety. It said:

"A thesis so inconsistent with the spirit and genius of our free institutions and system of government and the traditions of the American people will not be accepted by way of presumption, nor at all in the absence of competent evidence establishing a real and substantial relationship between the attempted exclusion and public health, safety, morals or the general welfare and, hence, the reasonableness and validity of the restriction upon use of private property as a legitimate exercise of the state's police powers."⁵

TWO DECISIONS OPPOSED

In an Ohio case, the court followed the same line of reasoning when it held a zoning ordinance that excluded churches from a particular residential area was invalid.⁶ On the other hand, a California case appears to be in direct opposition. It held that a city could, by ordinance, prohibit all churches in a particular residential

zone.⁷ In the same connection, it has been held that a zoning ordinance that required the written consent of a certain percentage of the population before a church or school could be built in a particular area was invalid as violative of the due process clauses of the state and federal constitutions.⁸

COURTS DON'T INTERFERE

Courts are not prone to interfere in matters involving the discretion of a legislative body. They will presume that a zoning ordinance is legal and not arbitrary and, although they may differ with the body that enacted it, they will not generally, interfere, judicially, as long as the question is one "upon which reasonable minds might differ."⁹

With reference to the power of a municipality to exclude public schools from a residential area, it is possible that the courts of most states would hold that, because schools are agencies of the state, the school board's authority in the matter of locating its schools is paramount and not subject to municipal control.¹⁰ However, a state could, if it saw fit, delegate to

⁷Corporation of Presiding Bishop, etc. v. City of Porterville, 203 P. (2d) 823, 90 Cal. App. (2d) 656.

⁸State ex rel. Roman Catholic Bishop of Reno v. Hill, 90 P. (2d) 217, 59 Nev. 231; Concordia Collegiate Institute v. Miller, 93 N.E. (2d) 632, 301 N.Y. 189.

⁹Clemons v. City of Los Angeles, 222 P. (2d) 439, 36 Cal. (2d) 95; McCarthy v. City of Manhattan Beach, 264 P. (2d) 932, 41 Cal. (2d) 879; Miller v. Board of Public Works, 234 P. 381, 195 Cal. 477.

¹⁰Butterworth v. Boyd, 82 P. (2d) 434, 12 Cal. (2d) 140; Long Beach City High School District v. Stewart, 185 P. (2d) 585, 30 Cal. (2d) 763; State ex rel. Britton v. Mulloy, 61 S.W. (2d) 741, 332 Mo. 1107.

municipalities the authority to determine the location of public schools. Generally, however, the courts will demand that this authority be expressly granted, and they will not recognize its existence by implication.

With this as a background, it is seen that at the heart of the question of whether a municipality may enact a zoning ordinance that has the effect of excluding private schools from an area in which public schools are permitted is another question—whether such an ordinance constitutes a justifiable exercise of the police power. In the two cases considered in detail here this was the question before the courts—a question answered differently in each case.

WITHOUT DISCRIMINATION

In the Wisconsin case,¹¹ the plaintiff claimed the ordinance was unconstitutional on the ground that it was discriminatory. It was contended that there was no difference between public and private schools in their effect upon the community, and so the ordinance was unreasonable because it was "not founded on a difference in fact material to the object sought to be obtained by building ordinances." The court, however, refused this contention. It pointed out that while public and private schools are alike in many respects—*i.e.* they perform like functions and have such similar objectionable features as playgrounds, noise, traffic and lights on playing fields at night—the public school has a virtue not possessed by the private school. It serves the area without discrimination. Further, it said:

"The subject of public education and the establishment and operation of public schools is a governmental function of this state. . . . In the performance of other governmental functions we do not restrict the behavior of persons or the use of property to the same extent that we do when only private interests are pursued and the fact that the standards are different commonly raises no suspicion that an illegal discrimination is thereby imposed or that the difference between municipality and citizen is insufficient to support separate classifications. For example, who considers he has a right to ignore speed laws because they need not be observed by the fire department responding to a call?"

¹¹State ex rel. Wisconsin Lutheran High School Conference v. Sinar, 65 N.W. (2d) 43, 267 Wis. 91.

A dissenting opinion took exception to this and argued that, because the maintenance of private schools was in the interest of the public welfare, their exclusion was an improper exercise of the police power. It said:

"The primary purpose of our high schools, private or public, is to educate pupils of a particular age. The state is interested in having all such children so educated in order that they may become good citizens. Private high schools as well as public high schools promote the general welfare and there is no substantial distinction in the purpose which they serve."

The California decision, declaring a similar zoning ordinance invalid, agreed with the dissenting opinion in the Wisconsin case. It said: "It is difficult to make an argument that private schools are inimical to the public welfare while public schools are not."¹² In this case the plaintiff sought a writ of mandamus to compel the defendant to issue a building permit for the construction of an elementary school building on property owned by, and adjacent to, a church. The city of Piedmont had a zoning ordinance prohibiting the construction of a private school in Zone A, where plaintiff's land was located. In Zone A were three public elementary schools, a junior high school, and a senior high school. The defendant in this case cited and relied upon the Wisconsin case just considered. The plaintiff relied heavily upon the decision of the United States Supreme Court in the Oregon case involving the state's authority to require all children to attend public schools (*Pierce v. Society of Sisters*, 268 U.S. 510, 45 S. Ct. 471) which held that the state has no right "to standardize its children by forcing them to accept instruction from public teachers only" and that "the child is not the mere creature of the state." The defendant argued, however, that the "right of parents to educate their children as they choose . . . must yield to a reasonable exercise of the police power."

RULING ON SPECIFIC CASE ONLY

The court accepted the plaintiff's contention and said:

"Careful examination of the arguments in support of the legislation in question reveals that there is absent the compelling justification that would be needed to sustain discrimination of the nature here involved."

¹²The Roman Catholic Welfare Corporation of San Francisco v. City of Piedmont, 289 P. (2d) 438 (Cal.).

At the same time, it made it clear that it was not ruling on the question of whether a city might exclude public schools—a question that had never been *directly* before the courts of California apparently. Neither was it ruling on the question of whether a private agency might locate a private school as dictated by its own welfare and interests but only on whether this school might be located on property adjacent to the church in the area where public schools were already to be found.

REASONABLE MINDS MAY DIFFER

The dissenting opinion in this case is particularly interesting. It leaned heavily toward the reasoning followed by the Wisconsin court. It laid particular stress on the fact that the ordinance's classification of public and private schools was not "shown to be such that reasonable minds may not differ concerning it." It also made the point that, in the light of plaintiff's apparent concession that the city was without authority to exclude public schools, there was validity to defendant's argument that the ordinance could not, therefore, "be held to invalidly discriminate against private and in favor of public schools."

It also argued that to rule this zoning ordinance illegal would have the effect of "letting the bars down" and permitting private schools of any and all types—"driving schools, language schools, astrology schools, bartending schools, real estate schools, divinity schools, nursery schools, furniture finishing schools, radio schools, labor schools, beauty culture schools, mechanical arts schools, Swedish massage schools, secretarial schools, television schools, success schools, engineering schools, fencing schools, dancing schools, charm schools, dramatic schools, and finishing schools"—to come into the area of their choice "all to the substantial, if not utter, subversion of the planned residential character of Zone A."

Finally, the court stated that the very factors which may have motivated the city council to pass, and the electors to approve, the ordinance which excluded private schools, *i.e.* "the character of the district, the relativity of its surroundings, its school age population, the availability of other property, the conservation of property values, matters affecting traffic control, size of streets, parking, noise, fire protection, overburdening of water mains

and sewers, and the peace, comfort and quiet of the district for residential purposes—demonstrate that reasonable minds might differ as to the necessity or propriety of the regulation, and that therefore there should be no judicial interference with the municipality's determination."

In light of the fact that there appeared to be no major constitutional question involved, but rather one of abuse of authority by an administrative body, it would seem that the judges rendering the dissenting opinion in the California case and those rendering the majority opinion in the Wisconsin case have the best of the argument, at least from the layman's point of view. In this connection, it should be pointed out that in an earlier case in Illinois it was held that a zoning ordinance that *expressly* permitted public schools, but *impliedly* prohibited private schools in a residential area was invalid.¹² To the same effect is a Minnesota decision.¹³ Consequently, the weight of authority appears to be on the side of those holding such statutes invalid.

"LAW IS WHAT COURTS SAY IT IS"

Be that as it may, it must be concluded that the courts are not in agreement on whether such a zoning ordinance is valid. In Wisconsin it appears to be; in California, Illinois and Minnesota it does not. Because, as someone has said, "the law is what the courts say it is," those in other states must wait until their courts have ruled on the matter before they can know the law. In any case, there is judicial precedent on both sides.

One thing, however, that appears to be clear is that, if such an ordinance is not valid and if one type of private school is permitted to be constructed in a zoned area, then "the bars are down" and it is doubtful if any kind can be excluded. In Minnesota and New Jersey, for example, zoning ordinances that permitted parochial and church related schools in residential districts have been "struck down" as arbitrary, capricious and invalid because they refused the same permission to other types of private schools.¹⁴

¹²Catholic Bishop of Chicago v. Kingery, 20 N.E. (2d) 583, 371 Ill. 257.

¹³State v. Northwestern Preparatory School, 37 N.W. (2d) 370, 228 Minn. 363.

¹⁴State v. Northwestern Preparatory School, 37 N.W. (2d) 370, 228 Minn. 363; Lumpkin v. Township Committee of Bernards Township, 48 A. (2d) 798, 134 N.J.L. 428.

Convention of National School Service Institute Stresses Use of Good Materials and Equipment

CHICAGO. — Administrators are served best by school material and equipment people who have a passion for doing something for others—men who are looking for an opportunity to help, to counsel, to offer guidance in the solution of school problems.

That was the observation of Ted L. Bair, Northern School Supply Co., Portland, Ore., and outgoing president of the National School Service Institute. He was addressing members meeting in 40th annual convention at Chicago's Palmer House, November 25 to 28. About 930 members were registered.

The spirit of "serve yourself best by serving best the school children of America" pervaded the various closed sessions, talks which were frank and not groomed for superintendents' ears. Because members have not always kept their chief goal clearly before them, because they have not always thought on a high enough plane, the school supplies industry still is lagging behind its potential, Mr. Bair believes. The importance of "a keen, sincere understanding of our fellow men" also was emphasized.

Advanced from first vice president to president was John B. Brain, Omaha School Supply Co., Omaha, Neb. Mr. Brain is a son of John Brain, one of the Institute's founders and its sixth president.

J. W. Campbell, Mississippi School Supply Co., Jackson, Miss., former second vice president, was elevated to

first vice president. His former office will be filled by K. Steiner, P. B. S. W. Supply & Equipment Co., Phoenix, Ariz. Officers re-elected were: Clarence McGuire, Hoover Bros., Kansas City, Mo., secretary, and Loren B. Douthit, George F. Cram Co., Indianapolis, treasurer.

The officers, together with the immediate past president, Mr. Bair, and Charles Close, Arlington Seating Co., Arlington Heights, Ill., comprise the executive committee.

National School Service Institute was formed in 1916. Presently it comprises some 380 member companies, about equally divided between manufacturers and distributors. Helps supplied the administrator by the Institute have included booklets written to acquaint the public with school needs and problems and moving pictures. In close cooperation with educators, members have originated and perfected various teaching tools, Executive Manager Dave McCurrach pointed out. As part of 1957 public relations efforts to identify these services more closely with N.S.S.I. in the minds of superintendents, special promotion inserts are being prepared for inclusion in national school magazines.

Another of the organization's missions concerns the encouragement of good business practices and improved business management which will enable members to serve schools better, Mr. McCurrach said.

(Continued on Page 130)

Lew Parmenter (at right) receives an 18 carat gold watch suitably inscribed with the Shakespearian quotation, "I am wealthy in my friends." Mr. Parmenter was N.S.S.I. executive manager and senior counsel for 15 years. The presentation was made by Fred V. Hutchinson, 1931 president of the group.



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HAROLD T. PORTER

Business Manager, Public Schools, New Orleans

STRANGELY enough, although school business managers tend to look upon themselves as a professional group with significant responsibilities in the field of school administration, they devote little attention to the tech-

nical problems of management present in all administrative activity.

The literature in the field of school business administration and the agenda of professional meetings are devoted almost exclusively to the work problems of accounting, purchasing, maintenance and operation, construction, food services, and transportation. Only at extremely rare intervals is there an article or paper which gives even passing consideration to *administration*.

The responsibilities of the business manager, however, are more than the accumulation of the detailed tasks performed under his general supervision. Whether he has one clerk and one handyman or hundreds of employees in his division, his primary concern is administration, that is, facilitating the work of other people. He is a generalist in the purposes of his organization as a whole with responsibility for a wide range of activities carried on by specialists.

If he is to meet these responsibilities adequately, he must join with his colleagues in the study of techniques and



Above: A new school affects the activities of all departments. Below: Nine heads are better than one. Free, informal discussions in staff meetings help solve problems of planning, coordinating and evaluating activities.



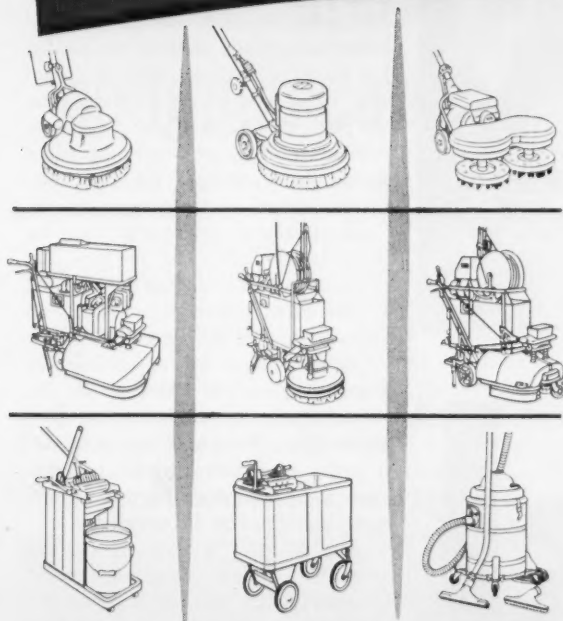
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However much a maintenance man may want to do a good job, and at the same time show savings in labor costs, he's *stymied* if the machine is too small, or too large, or is otherwise unsuited to the job. Different floors and areas call for different care and equipment. That's why Finnell makes more than a score of floor-maintenance machines. From this complete line, it is possible to choose equipment that is correct in size as well as model . . . that provides the maximum brush coverage consistent with the area and arrangement of the floors.

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an exchange of findings which will lead to a science of school business administration. Otherwise, he will tend to muddle through his problems, making his decisions on the basis of some half-remembered principles studied in a college course or of his own restricted researches and intuitiveness.

With the hope of stimulating thought and discussion, I present in this article a brief analysis of two of the administrative functions of school business managers: planning and organizing. A succeeding article will

cover the functions of staffing, directing and evaluating.

It should be recognized that these functions are named and identified merely for convenience in analysis. Administration is not a collection of disjointed tasks; rather it is a seamless web in which functions are closely integrated into a pattern or process.

Planning

The first major function, planning, involves the definition of the objectives of the organization and the

selection of the means to be used to achieve those objectives. So far as the business manager is concerned, such planning involves three separate but interrelated levels of activity: First he must participate in the planning of the ultimate objectives of the school system as a whole. Such planning, under the leadership of the superintendent of schools, must take into consideration financial resources, operating costs, construction requirements, and other factors which affect the instructional program and which usually fall within the realm of the business manager. Hence, his rôle will be to participate in such planning activities in order to advise the superintendent whether the plan as adopted is feasible, financially and physically.

Second is his responsibility to provide leadership in the definition of specific objectives for the business administration staff. Third is the responsibility for review, coordination and approval of the plans developed by the departments he supervises.

Planning is not a one-man job or a single-shot solution to a problem. Various points of view and interests must be taken into consideration; effective planning, therefore, requires group study and group decision. The basis of planning is research and investigation. The business manager must know what kinds of data are needed for planning purposes, how to obtain such data, who should participate in the planning task, how group decisions can be reached, and how the plans should be evaluated, restudied and revised in light of changing conditions.

Particularly in developing plans for business administration, the top staff of the division should work as a group. Unless each person with major responsibilities in the operation of the organization has an opportunity to participate, he will feel that his particular operating problems have been overlooked. A sense of belonging and a pride of authorship are powerful tools for obtaining willing and enthusiastic participation in operations.

A good plan is basic to effective operation. Unless an organization has decided which way it is going and the route it will follow, it is likely to drift aimlessly and to accomplish few of its basic purposes. The most effective plans will be those put in writing and thoroughly studied by all persons responsible for putting the program into operation, so that common under-

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standing and coordinated activities are the result.

In this connection, the importance of the budget as a planning instrument should be emphasized. The allocation of financial resources to particular needs is a basic means of shaping the future course of the organization and its component parts.

Planning is closely related to the other functions named. Organization must take into account future plans for the system. The staff must be selected according to plans for the future as well as for immediate needs.

Direction of the staff requires common understanding of objectives. Evaluation helps to determine the adequacy of the plan and to aid in its reshaping or improvement.

Organizing

The second major function, organizing, is a technical problem which has had much searching analysis. In attacking this problem, the business manager is usually confronted with a going concern in which departmental responsibilities have grown up over a period of time and in which many vested

interests have developed. Yet organization can be developed according to established rules or principles.

The first task is to lay out the broad areas of responsibility within the general field, making sure that all are clearly stated and adequately covered. Work should be divided in such a way that specialization can be developed. The usual bases for determining major divisions of work are purpose, process, clientele, product or geographical location. Of these, the one that has had the most acceptance in school business administration seems to be purpose, that is, according to objectives. Thus we typically have separate departments for maintenance, construction, purchasing, food service, and transportation. While apparently it has been assumed that this type of specialization is the most practical one for school business administration, there is little research to confirm that assumption. Its chief support seems to come from the fact that it works.

Specialization by process involves division of work according to a well recognized technique. In industry, this is illustrated by engineering departments, legal staffs, or statistical bureaus whose responsibilities are to perform all such professional or technical tasks regardless of where the need arises in the company. In school business administration specialization by process may be found in accounting work, particularly where the accounting department keeps all the records for all the units within the system. However, in some systems the accounting department is responsible only for certain general accounts, with the maintenance department, food service, and transportation departments keeping their own expenditure records and unit costs. Even the instructional division may keep accounts for school expenditures.

A machine record unit which processes data for all departments in the system is another example of this type of specialization. A construction department might have an architectural section and an engineering section. The internal organization of maintenance departments is usually according to process, i.e. plumbing, painting, carpentry, roofing and electrical.

Specialization by clientele is another fairly common practice, although it is usually used at the lower levels of the administrative hierarchy. For example, a buyer in the purchasing

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TO BLEND WITH YOUR
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Basic colors available are Portland Rose, Gulf Green, Michigan Blue, Kansas Wheat, California Gold. From these basic colors any shade can be furnished to meet your architect's or personal requirement. Investigate color blending before deciding on your new bleachers. The Berlin Chapman representative in your area will be happy to call on you and explain in detail.



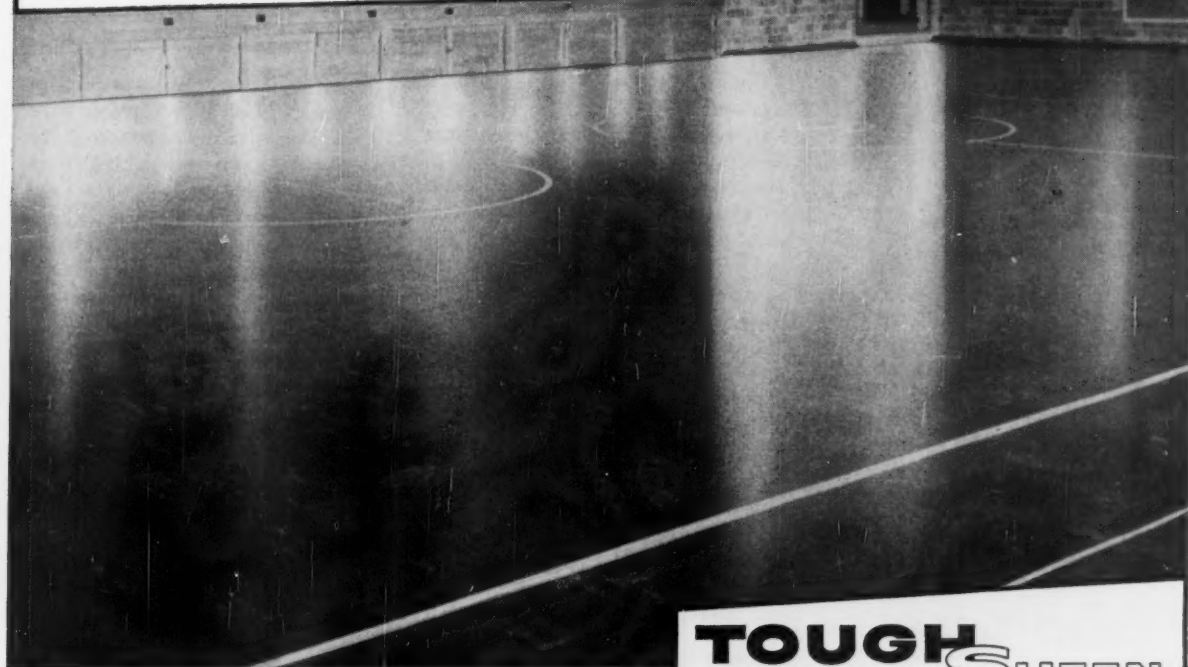
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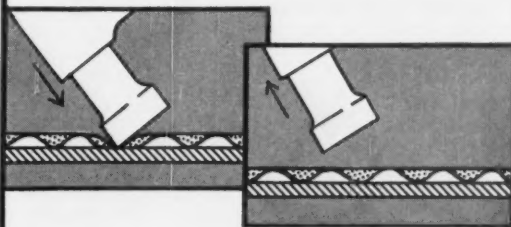
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Vol. 59, No. 1, January 1957

TOUGH *SHEEN*
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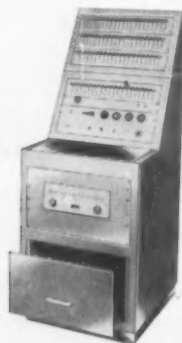
ELASTIC REACTION TO IMPACT PREVENTS CRACKS, BLEMISHES

Tough-Sheen is a special, wax-free resin blend that actually forms a resilient double coat. Next to the floor, a coat of A.C. Polyethylene forms which acts as a cushion for the tough, glossy top coat. Impact of players and equipment is absorbed and top coat springs back without cracks or blemishes.



PICK UP!

The Mayor is speaking to the 11th Grade in Room 2B. Miss Smith, History, is sure her class in Room 1F will benefit by his words. They do, thanks to the "Remote Pickup" feature of the school's 2-channel Bogen Sound System. You can achieve "one-room school-house intimacy" with a modern Bogen Sound System. There's a system for your school, your budget. Write Dept. 5M, David Bogen Co., Inc., P.O. Box 500, Paramus, New Jersey.



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SCHOOL SOUND SYSTEM
A UNITRONICS CORPORATION AFFILIATE

(Architects: See Sweets 32 a-Bo)

department may serve a particular group of schools, such as elementary or secondary, or a clerk may do payroll work for a group of schools or for particular departments.

Specialization by product is infrequently found in school business administration, other than in purchasing departments. A buyer may be assigned his work on a product basis—coal, lumber, pipe fittings, instructional supplies, or furniture.

Specialization by geographical location is rather common. The buyer may serve a group of schools in a particular section of the school district, warehouse men may fill requisitions for a certain area, food service supervisors may have a geographical area, and so on. This form of specialization is especially pertinent to school districts whose physical plant is widely dispersed, particularly for those jobs in which travel among the schools is required.

Regardless of the way in which the organizational structure is developed, care must be taken to assure that all tasks are assigned and that no activities are left floating without a clear understanding of who is to be responsible for them. Functions that tend to overlap must be clearly assigned.

Don't organize around personalities. When an organizational structure is being developed, the qualifications of the individuals who are to fill the positions should be disregarded. Putting first things first, the administrator should attempt to establish the structure according to the needs of the organizational objectives. Differences in personality do exist and cannot be forgotten, but the adjustment of the position to fit the idiosyncrasies of the person who fills it should be made after the organizational pattern is determined and not before. The infinite variety of human nature is such that rarely will an individual fit perfectly into the position, but only confusion will result if the organization is shaped primarily to fit the individuals available. Business managers usually do not begin with a clean sheet on which they can develop both the organization and the qualifications of persons to be employed, but they should work out their organizational structure as if they had that choice.

Organization is a problem that never can be permanently solved. As the school system grows in physical

size, as its program of instruction changes, or as community demands are altered, new duties are added, and occasionally some are dropped. Changes in assignments and additions to responsibilities must be made with the same careful study as went into the original decisions about the form of the organization.

In developing a structure, one must pay attention also to certain other concepts, such as unity of command, span of control, and chain of authority.

Unity of command is a principle of human behavior recognized since Biblical times in the admonition: "No man can serve two masters." Each worker must be able to look to a single supervisor for the ultimate decision that will guide him in his work. Perhaps the most difficult positions to place properly in an organizational pattern from the standpoint of the business manager are building custodians and cafeteria managers. Should they be responsible to the building principal, under the theory that he is in charge of the entire operation of his school and is in a position to give day-to-day supervision, or should they be responsible to an administrative staff person who can give them supervision in the technical phases of their work which are beyond the scope of specialization of the principal?

Different school systems have espoused each point of view, while others beg the question by providing joint supervision with the hope that all parties concerned will be something more than human and will solve the problems of conflicting jurisdiction in an atmosphere of good feeling and self-imposed restraint. Human nature being what it is, this seems to be a questionable solution.

The concept of span of control is an outgrowth of the psychological principle of span of attention. It has been developed to demonstrate that a single supervisor cannot comprehend adequately the supervision of more than a limited number of direct subordinates. Ordinarily, it is assumed that a top executive cannot supervise more than from five to seven immediate subordinates, although the data to support this view are not conclusive. Care must be taken that no one in the administrative hierarchy is overloaded to the extent that he cannot give adequate supervision. But his limitations probably depend more upon his capacities, the ability of his

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The Erickson specially-engineered hydraulic cylinder controls unfolding automatically. One man can set up an entire lunchroom in minutes . . . no wasted effort!

SETS UP QUICKLY! QUIETLY! GENTLY! AS IF BY MAGIC!

The custodian's dream. One man can rapidly convert any available area . . . such as gym, multi-purpose room or corridor . . . into a comfortable, orderly, colorful lunchroom . . . with an absolute minimum of time and labor . . . thanks to automatic hydraulic action!

Here is *efficient* multi-use of space. Wheel the Erickson portable anywhere. Each table gives you seating-for-eating for 24 students.

When not in use tables store-a-way in surprisingly little space.

WE'D LIKE TO SHOW YOU! Write for complete information. Free demonstration in your school arranged at your convenience.



THIS MULTI-PURPOSE ROOM becomes a busy lunchroom during the lunch period. Fifteen Erickson tables accommodate 730 students in two shifts.



THIS GYMNASIUM is busy all day long . . . for usual gym activities morning and afternoon . . . for lunch with seating-for-eating for 450 students.



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Here are fixtures that beautifully achieve the purpose for which they were designed—to deliver high level, low brightness contrast illumination (50 fc maintained)—yet never call attention to themselves. There are no visible screws, latches, nuts or bolts to distract the eye and the 8 ft. and 4 ft. fixtures are mounted in 20 ft. rows, with continuous glass door installation which also eliminates distracting cross bars and uneven light areas. This creates a 20-ft. "one fixture feeling" in each of the rows. In addition, "Magic Frame" Troffers provide a one piece Reflector-Wireway Cover for easier installation and maintenance.

Here, in the Lutheran Brotherhood Home Office Building in Minneapolis, is another example of how Electro Silv-A-King lighting can help translate your ideas into practice, easily and economically.

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Designers and Manufacturers
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subordinates, and the complexity of the problems encountered than on the number of subordinates. Rigid conformance to concept of span of control leads to the establishment of several levels of supervision within each of the business departments; this practice then leads to conflict with the concept that no worker should be so far removed from the top administrative level that communication with him becomes too difficult. The essential problem is to provide an adequate supervisory structure with a minimum amount of red tape. This also is a moot question on which relatively little objective research has been reported by business managers.

The chain of authority is usually illustrated by organization charts which serve the purpose of showing the relationships among divisions, departments, sections and units. Accompanied by job descriptions (which should explain the duties and responsibilities of the position, not the qualifications of the person who holds it), such a chart is essential in promoting an understanding of how the organization is structured.

Although this discussion has been based on principles of formal organization, mention should also be made of the necessity for recognizing informal organizational relationships and their effect on administration. Each individual is a member of several different groups—social, religious, fraternal, economic, professional—and his behavior is frequently affected as much by them as by the group in which he works. The organization chart shows only formal relationships. It does not show with whom the boss went to school, who his golf or bridge partners are, to whom he looks for advice, or who is in on the grapevine.

This brief outline of a few of the problems involved in organizing the functions of school business administration helps to point up some of the questions which the business manager must answer. What criteria are available to aid him in his decisions? What is the best organizational structure? How can he get and act on the information which he needs to make such decisions? How much will the experiences of other business managers be of help to him? Surely the field of investigation is broad enough that some controlled experimentation is possible. These questions will be discussed next month. #

Why do modern school systems install Mutschler?

The school homemaking kitchen and laundry are two of the department's most vital areas. And, they should simulate home conditions as nearly as possible. Schools rely on Mutschler equipment and planning help because they benefit by the experience of a company that has been the "first name in kitchens since 1893."

Schools also receive help in planning complete homemaking departments with Mutschler cabinetwork of finest northern maple construction. Cabinets are available in a choice of catalytic natural grain or colored enamel finishes. These finishes are practically impossible to scratch, and are impervious to household solutions and solvents.

See Sweet's Architectural File 23i/Mu and 24b/Mut.



Partial view of adjoining laundry facilities.



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Food Laboratory
Laundry Area
Arts and Crafts
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Finest in domestic and institutional cabinetwork since 1893!

SEND COUPON FOR INFORMATION

If you have a building or remodeling project, call in a Mutschler homemaking department specialist. Let him prove to your satisfaction that you get more for your money with Mutschler!

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Please send further particulars about your school homemaking services and the name of our nearest Mutschler consultant.

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Our architect's firm name and address is:



Close-up of built-in oven and range.

AUDIO=VISUAL

INSTRUCTION AND FACILITIES

Conducted by
Walter A. Wittich

To See It Up Close

**helps a child gain insight and perspective
which distant observation might
deny him. A-V materials provide the closeup.**

JAMES W. BUSHONG

Superintendent of Schools, Grosse Pointe, Mich.

WANDA DANIEL

*Curriculum Assistant in Charge of Audio-Visual Materials
Grosse Pointe, Mich.*



Each classroom is equipped with draperies for controlling light.

THE third grade youngster, in her written appraisal of an educational moving picture which she had pre-viewed with her classmates, had this to say about its value:

"I liked the movie very much. It is the best movie about clothing that I have ever seen. I liked the part about the sheep because I have never seen the shearing being done so close up."

The building audio-visual coordinator and a member of the Projectionists' Club make a tape recording with some first graders at Grosse Pointe, Mich.



Her concluding comment seems to put the case succinctly for an instructional materials center. To paraphrase our young critic: It helps learning to see it up close.

•Through the skilled use of instructional materials, we in education can bring learning up close to the youthful learner. By doing so we can make it possible for him to make it his own by gaining insight and perspective which distant observation might deny him. It is imperative for us to enable him to see it up close.

In order to promote this point of view most effectively, the audio-visual section must not hover in splendid isolation just outside the department of instruction. Rather it must maintain its excellent status as the great coordinator of instructional materials within this department. Its usefulness must be unencumbered by self-imposed limitations.

Grosse Pointe, Mich., has attempted to meet such positive standards. In doing so it has developed an instructional materials center which has its headquarters in and is a part of the department of instruction, located in the administration building of the school system.

(Continued on Page 94)



Now, like wearing
"Magic Gloves"...
Golden-Touch Typing

Never before such Golden Ease . . .
even the underscore is automatic!

Only The Underwood Golden-Touch Electric gives your hands such skill, such effortless speed, such print-perfect results, with every *letter*, every *carbon* up to 20. It's as though you'd suddenly put on "Magic Gloves". That's Golden-Touch . . . *and no other kind of typing in this world* comes even close to it! The Golden-Touch Electric does *more* work for you — even the underscore is automatic!

Golden-Touch Electrics come in 5 office-scheme colors—with your choice of personalized type styles.

Golden-Touch Keys: Finger-tip shaped for smoothest automatic typing.

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Golden-Touch Copy-Dial: Set it for as many as 20 print-perfect carbons.



Call your Underwood Showroom today! It's listed in The Yellow Pages.

underwood... *the only electric typewriter with Golden-Touch*

The center is a source of instructional supplies for the entire school system. A wide range of instructional materials is kept there for easy access. This makes possible an efficient, convenient and economical program which emphasizes the "see it up close" philosophy.

The purchase of these materials is suggested by teachers and children. They either come to the center for preview sessions or have the material under consideration sent out to their classrooms. By oral discussions and written reviews, the staff and students present their views as to the wisdom of purchasing a given item. Such recommendations are seriously considered before decisions are finally made.

Materials most urgently needed by the largest number of teachers are given priority for purchase. Budgetary funds are also provided for the rental of materials whose purchase seems inadvisable.

The center is also a source for ideas. From the center, in close cooperation with classroom teachers, community groups, school board members, and others, a steady stream of practical ideas flows outward through the system and community. This service has but a single objective: to improve the quality of instruction.

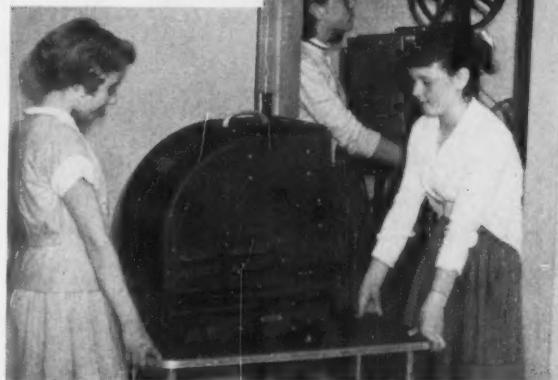
The community is served. If the children are to see learning up close, the community must be recognized as a participating partner in the process. As a community service the center provides A-V materials and equipment for local groups. Boy and girl scouts, the public library, the police, Protestant and Catholic church organizations, clubs, private and parochial schools, and others all use the center freely and are most welcome.

Generous provisions are made. In order that the boys and girls may have these close experiences, certain materials and equipment are provided as necessary to each school: maps and globes, art and slidemaking materials, display areas, bulletin boards, chalkboards and darkening facilities in each classroom; tape recorders, motion picture projectors, radios, television sets, opaque and filmstrip projectors, and record players in each building.

Other audio-visual materials and equipment, such as flat pictures, educational motion pictures, colored slides, filmstrips, recordings, feltboard materials, supplementary books, and arti-



ABOVE: A third grade projectionist explains his job to a first grade observer. RIGHT: Each of the buildings has adequate equipment as well as a convenient place for storing it.



cles from a small museum, are available from the instructional materials center. A variety of field trips for classes may be made by arrangement with the center.

An A-V coordinator in each school. To make the center truly functional, each school has its own A-V coordinator, who is a properly qualified teacher with this special assignment and consequently is on a higher salary schedule than his colleagues are. The coordinators assist other teachers in the selection and utilization of audio-visual materials as well as in the use of equipment.

Each month at the center the coordinators meet to discuss topical items, suggest policy, and recommend purchases. Here again the emphasis continues to be on bringing ideas and items ever closer to the teacher and, in turn, to the young learner.

Teacher-librarians requesting any of the manifold services of the center receive immediate attention.

Each teacher gets a catalog. Materials are cataloged, all items being coordinated with units of study. Each classroom teacher receives a catalog from which to select suitable materials. Orders may be placed either in writing or by telephone. Deliveries are made promptly by school truck. If the

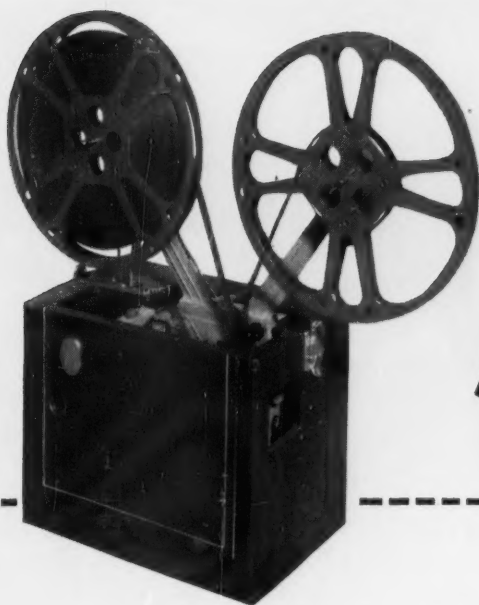
teacher wishes, he may pick up the materials in person at the center.

By these means the classroom teacher becomes increasingly involved in the center's services. When he has been brought into an intimate relationship with instructional materials, the classroom teacher is likely to transmit his enthusiasm for learning to his young charges. "Up close" becomes deeply meaningful to him and his class.

So that equipment can be fully utilized, pupil projectionists are trained, beginning in third grade. Each school has a pupil projectionists' club sponsored by the A-V coordinator. Regular meetings are held to promote esprit de corps and to consider technics and new equipment. Firsthand experience produces heartening results.

Results are encouraging. The center has achieved encouraging results through its multitudinous services. Its continuing effort to bring it up close has shown positive reactions. Typical of these is the end-of-term remark of a high school student in an English class: "We had 'Anna Karenina' at home, but I never bothered to read it. After seeing the film, I immediately read the book."

Yes, the instructional materials center does bring it up close. It has as many uses as the creative teacher has ideas. #



How Victor Projectors **WON** in "side-by-side" test

... conducted by the Loyal Order of Moose

TEST RESULTS	VICTOR	PROJECTOR A	PROJECTOR B
BEST SOUND	1	3	2
BEST PICTURE	1	3	2
FILMS CHANGED	1	3	2
LAMPS CHANGED	1	3	2
LENSES CHANGED	1	3	2
COOLEST RUNNING	1	3	2
MECHANICAL RESONANCE	2	3	1

Victor 16mm projectors recently won a test that *really* was a test. No experts involved — no laboratory equipment, either. And Victor didn't pay to have the test made — didn't even *know* about it.

Here's what happened. A committee of executives of the Loyal Order of Moose wanted to select the best portable sound motion picture projector available for use by nearly 1800 lodges to show its new 35-minute sound and color motion picture, "A Picture of You," produced by Wilding Picture Productions, Inc.

A Victor Assembly "10" and the two other leading 16mm projectors were in the test. The Victor showed up so well against the other projectors that members of the committee first thought the difference was in the print. The prints were changed. Still *Victor was far ahead* of the other projectors. Because the Victor picture was so much brighter, one of the committee thought there might be a difference in the lamp. Lamps were interchanged. Still *Victor came out way ahead*. Then lenses were changed. Again *Victor was on top*. And that's why officials of the Moose Fraternity — not experts, but typical users — selected the Victor projector for use by its lodges throughout North America.

Whatever your needs in 16mm motion picture projection, Victor has the equipment for you. Send for literature today.



VICTOR
Animatograph Corporation

Dept. A-17, DAVENPORT, IOWA, U.S.A.
NEW YORK, CHICAGO

Quality Motion Picture Equipment Since 1910



THE SCHOOL LUNCH

Conducted by Mary deGarmo Bryan

The teacher makes sure that lunch time is informal and sociable for third graders. Friends may sit together. A special group, with host and hostess, eats at the library table.

Maryland school officials become experts on

How to Plan a School Kitchen

CORELLI DAVID

*Supervisor of School Lunch Program
Montgomery County, Rockville, Md.*

A CONTINUAL process of refinement and revision marks the development of new school lunch facilities in Montgomery County, Maryland. The planners have had a wealth of experience from which to benefit; since 1951, 42 new cafeterias (eight in high schools and 34 in elementary schools) have been put into operation in the county.

Many of these installations, in new schools or school additions, are located in the southeast corner of the state, which lies next to Washington, D.C., source of the county's population boom. Eighty-four of the 97 county schools now have school lunch programs which serve some 25,000 children and 2000 adults.

Planning for new food service facilities has been coordinated through

the county school lunch office in Rockville. The operation of school lunch programs in older schools is evaluated by architects, school administrators, school lunch supervisors and managers, and food service equipment manufacturers in order to improve each new plan for layout and equipment.

Revisions are written into our "standard" plans, but the word "standard" soon becomes obsolete. Scientific advances in the understanding of children's nutrition, in food technology, in food service equipment, and in food merchandising cause continuous changes in the plans. Next year we may omit vegetable preparation sinks and install frozen food cabinets; we expect new methods of preserving

fresh food to change our cold storage requirements in the near future.

In planning for an individual school, the architect is advised in detail about the kind of lunch program needed. Each detail makes a difference in the layout. For example, if the children eat their lunches in the classroom, arrangement must be made for returning soiled dishes to the dishroom. If milk is served in paper cartons, the cartons must be disposed of; bottled milk presents a different problem.

The food service installation at Brookmont school is typical of those devised in recent years. The school, located near Washington, D.C., consists of 12 classrooms, library, health room, office, multipurpose room with a stage, kitchen and teachers lounge.

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The cafeteria kitchen is near the center of the L shaped building. Children eat in their classrooms, which are located along corridors to the left and right of the kitchen. When the multi-purpose room, which adjoins the kitchen, is no longer needed for extra classroom space, it can be used for a dining room.

OUTSIDE ENTRANCE

The outside entrance to the kitchen is at the side of the school. It has a covered concrete unloading platform which facilitates the delivery of food. Double doors with screens permit the removal of any large piece of equipment requiring repairs. The efficient flow of food from unloading platform through stages of production is indicated on the accompanying plan.

The total space of the kitchen, including garbage can storage and wash room and loading platform, is 1236 square feet. Its facilities will feed 350

children easily. Should another wing of classrooms be built, the kitchen is large enough that sufficient equipment can be installed to feed another 350. Kitchen working space will adjust to five persons.

All kitchen walls are ceramic glazed tile of a light tan color. The ceiling is white acoustical tile. Metal case-ment windows are screened and provided with venetian blinds. Flooring is of grease resistant asphalt tile. Although asphalt tile is not so durable as quarry tile, workers find it easier on the feet.

Electric outlets are placed for convenience near all machines. Fluorescent ceiling lamps provide light, supplementing light from windows on the west side of the room. Grease traps are placed beneath sinks and are accessible for cleaning. Floor drains are located under the refrigerator and near pot sinks and dishroom sinks.

Toilet and locker room space is provided so that workers and volun-

teers can change from street clothes to uniforms. Handwashing basins, a most important part of sanitary food handling, are located in both locker room and kitchen, with paper towel dispensers above.

The storage room for canned food is ventilated and equipped with adjustable metal shelving. The outdoor garbage can storage room has a cement floor with floor drain and is equipped with cold water for washing cans. The sliding doors are screened and may be locked.

NO BOTTLENECK

Four doors open to the corridor from the kitchen: Two form an entrance and exit from the serving counter where children pick up their trays of food; two form a double door opening to the dishroom and the soiled dish return table. These openings may all be locked when workers leave for the day. The doors opening into the dishroom eliminate the bottleneck of the small pass-through window so often used in lunchrooms.

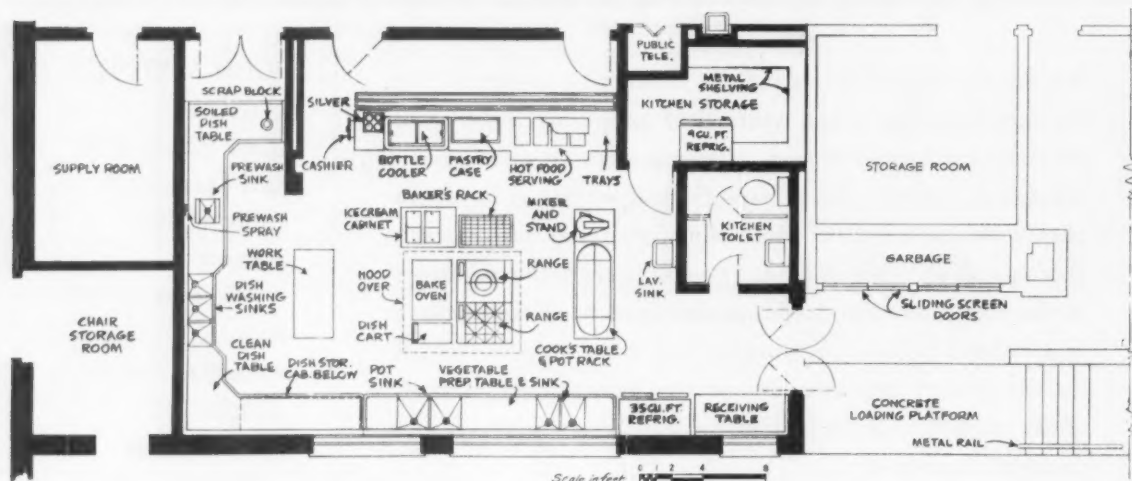
Soiled dishes returned to the dishroom move from right to left for pre-washing with an adjustable spring type of spray, washing, rinsing, sterilizing and air drying on the clean dish table. After they are dried, dishes are sorted in cabinets under the dish table.

Good ventilation is available in the dishwashing section if doors between the corridor and kitchen are left open during the washing period. Hoods with ventilating fans are located over the range and bake oven section and over the dishwashing section.

All sinks are stainless metal, as are tops for the counter, worktables and dish table. Underbodies of the tables and counters are galvanized iron since

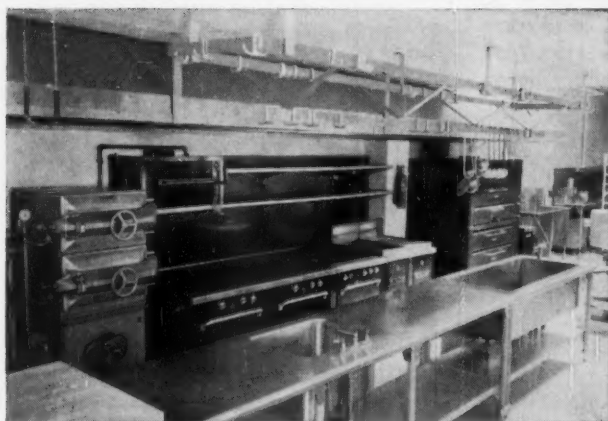


Above: As children finish lunch, they take their dishes to the back of the classroom, where they stack trays, plates and silver. A truck is sent to return soiled dishes to the kitchen. Below: Plan of Brookmont's kitchen.





2,000 hot, nutritious meals each school day ... thanks to **GAS**



Kitchen of Morrell High School showing modern Gas-fired equipment.

Just one look at the efficient cafeteria operation of Morrell High School, Irvington, New Jersey proves Gas is best for performance, cleanliness, speed and economy. More than 2,000 hot, tasty meals are turned out every day in a streamlined operation using Gas-fired cooking equipment. Gas is preferred and used in all food service operations, from deep frying to baking and cooking. The modern Gas equipment includes 3 ranges, 2 fryers, a broiler and an Add-A-Unit, all by Magic Chef, as well as a Blodgett oven, a Groen stock pot, and a Cleveland Steam Chef vegetable cooker. A Blakeslee dishwashing machine and Plibrico incinerator complete Morrell's list of Gas-fired equipment.

For information on how you can benefit by using Gas and installing modern Gas equipment, call your Gas Company's commercial specialist. He'll be glad to discuss with you the economies and outstanding results you get with Gas and modern Gas equipment. *American Gas Association, 420 Lexington Avenue, New York 17, New York.*



Above: Good lighting, easy to clean walls, and soundproof ceiling contribute to efficiency of all stainless metal dishwashing area. Ventilating fans in the hood over the standard three-compartment sink pull up steam and heat. Fresh air is blown in from ventilator near light in ceiling.



Above: Fluorescent lighting and adequate ventilation over the range section make this kitchen a good place to work. Equipment includes an electric slicer and mixer, bakers' scales, and portion scales. Below: As workers set up plates containing salad and dessert on the bakers' rack, parent volunteers add hot food from the electric serving counter. Work schedules and advance menus are posted on the manager's bulletin board.



they seldom come in contact with water. The feet on all legs are cast aluminum and are adjustable. All metal surfaces were thoroughly cleaned after fabrication and, except those of stainless metal, white metal, and aluminum, were shop painted. One prime coat rust inhibitive primer and two finish coats of enamel were sprayed on.

Large equipment includes commercial gas fired ranges and bake ovens, reach-in refrigerators, milk cooler, ice cream cabinet, electric mixer and slicer, dish trucks, and electric food warmer in the serving counter. The island arrangement of cooking equipment saves steps to sinks, storage area, and counters. The portable bakers' rack will hold 130 plates which are set up with salad, bread and butter. This rack is rolled near the serving counter, where the hot food is added to each plate as it is passed to the child. Glass food protectors, sometimes called "sneeze bars," are placed over food warmers and the counter.

EQUIPMENT STANDARDIZED

Small equipment consists of stainless metal serving counter pans and aluminum pots and pans. The largest stock pot is of 5 gallon capacity; this size is easier for women to lift and facilitates quick cooking of food. Most of the entrees served in the Type A lunch are baked in standard size aluminum baking pans and are placed in the food warmer for serving. Cakes and cookies are baked on aluminum trays.

Children's trays are of plastic material. Compartment plates are of blue plastic. The dividers allow for a complete lunch to be served on one plate without foods running together; dividers are low enough so that plates will stack for storage. Forks and spoons are of stainless steel. Knives are seldom needed because bread is always buttered in the kitchen, and sliced meats are usually served in sandwiches. Children pick up their straws from a straw dispenser.

Attractive colored plastic containers, the size of a small waste basket, and a rubber scraper are sent to each classroom so that children can scrape plates and stack soiled dishes on the dish truck for return to the kitchen.

Children come to the cafeteria serving counter in a continuous line. Service begins at 11:30 a.m. By noon, from 185 to 200 persons have been served a complete lunch. Since only one Type A lunch is offered, the cashier sits at the beginning of the line

"Our Boontonware practically pays for itself"

Says Mrs. Ann Harris, Haddonfield Memorial High School



Mrs. Harris in her office. Picture shows Haddonfield Memorial High School serving the entire Haddonfield School District.

"Our brand new school cafeteria is completely modern in every respect—
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basis of our own experience. We used Boontonware for 4 years in our
old cafeteria and found it ideal. It slashed breakage to almost nothing.
It's quiet to handle, washes easily and dries quickly. And the colors
make food look so much better. Boontonware practically pays for itself."

COLORS:

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Boontonware far exceeds CS 137-50, the heavy duty melamine dinnerware specification as developed by the trade and issued by U. S. Department of Commerce, and conforms with the simplified practice recommendations of the American Hospital Association.

Cafeteria Mgr. Haddonfield Memorial High School

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and punches tickets or takes cash before the children pick up their trays.

At Brookmont, as in most Montgomery County elementary schools, children eat informally in the classroom with their teacher. This arrangement is necessary at present, because multipurpose rooms are needed for temporary classrooms. However, many teachers believe it is actually more desirable for children in the first and second grades. For these young ones, joining large groups in a large, sometimes noisy dining room may be frightening and confusing.

Eating in the classroom is a social occasion. Sometimes the long library table is used as a special dining table with children acting as host and hostess. A like or dislike for certain foods may be determined by the group's response.

Menus are planned using foods with which the children are familiar. New foods are introduced gradually so that the children may enjoy a wider variety. Advance planning by the lunch manager, teachers and parents helps to keep plate waste low. Habits of cleanliness are encouraged; handwashing may be supervised at classroom sinks.

The serving of ice cream is an "after the regular lunch" event. One child is selected from each classroom to take orders and go to the kitchen to purchase ice cream for his room. For this reason the ice cream cabinet is not needed in the counter line. It is placed behind the counter and could be used as a back bar for the lunch service if needed.

VOLUNTEERS HELP

The cafeteria manager and her helper are the only paid employees on the lunchroom staff. However, two parent volunteers come each day to assist for a short period. These volunteers are recruited by the chairman of the P.T.A. cafeteria committee, who is responsible for their attendance. They may come in for one day a week for a period of six weeks, from 11 a.m. to 1 p.m. The rotation of a number of parents provides the community with the knowledge that the program is of great benefit to children. The volunteers, who receive a free lunch, set up counters, help serve hot food and ice cream and act as cashiers.

A survey of elementary school cafeterias in Montgomery County in 1955 showed that the percentage of children eating lunch increased in direct proportion to the number of parents volunteering their services in the school cafeteria. The Brookmont participation is about 50 per cent of the total enrollment, which exceeds the national average by 15 per cent.

The principal of the school is the key person in the school lunch program. She cooperates in the hiring of cafeteria employees, promotes volunteer services by parents, and encourages teachers to use the lunch program as a laboratory for learning.

CAFETERIA COSTS

The average cost of kitchen space in Montgomery County schools is 5 per cent of the total cost of the school. The cost of most large kitchen equipment is included in the general contract. For the Brookmont installation, large equipment cost an estimated \$7000. Small equipment, trays, dishes, pots and pans cost an additional \$1500.

The children pay 30 cents for a lunch. This charge must cover workers' salaries and the cost of food. Well planned equipment helps to make possible the good school lunch program which gives growing children experience in building sound food habits for health and well-being. #

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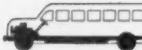
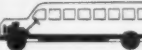



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Handbook Offers Help to Those Planning and Building Schools

SCHOOL PLANNING AND BUILDING HANDBOOK. *A manual for administrators and other schoolhouse planners, and a textbook for college classes.* By N. L. Engelhardt, N. L. Engelhardt Jr., and Stanton Leggett, members of the educational consulting firm of Engelhardt, Engelhardt, Leggett and Cornell. F. W. Dodge Corporation, 119 West 40th Street, New York 18. Pp. 626. \$12.75

ONE is accustomed to making allowances for the publisher's enthusiasm for a new book. But the 40 detailed chapters of this volume stand

up well to its dust jacket billing: a "collective result in one authoritative work that contains every item of basic, practical information necessary to operate a school building program." More to the point, perhaps, is its self-styled designation as a handbook that offers systematic guidance through the many specialized steps that school building planning entails.

The handbook was not planned as bedtime reading. It is a compilation of encyclopedic text, plans, charts, diagrams, check lists, organization charts, and even requisite documents, in their entirety—contract forms, notices to

bidders, general contract and performance bonds, and similar hardy fare. Various types of elementary, intermediate and secondary school projects are analyzed and programmed for systems with varying enrollments.

While the three authors "assume all responsibility for the contents," the results of their exhaustive research experiences have been supplemented with information from other authorities—85, it is stated. The authorities include prominent school superintendents and other administrators, architects, engineers and additional school building professionals. Individual chapters carry the by-lines of one or more of the collaborators, and at times lengthy quotations are introduced from previously published materials written by N. L. Engelhardt and earlier associates. Individual chapter sections comprise complete entities, and the indexing is such that the administrator can easily locate material related to the particular problem currently confronting him. The stated object of the comprehensive work is to "contribute to the building of more satisfactory schools, neither wasteful nor impoverished, for the children of our nation."

A contemporary touch is given the book by the early inclusion of a discourse on public relations, a subject that hardly would have been treated extensively in similar publications a few years ago. An entire 19 page chapter is devoted to it. Little space is given to the importance of publicity; rather, its techniques are expounded: public meetings, publicity literature, exhibits, relations with the local press, use of the various forms of communication. Samples of successful school building promotion are reproduced. Methods of publicity financing, when money is not available through the usual channels, are suggested.

THREE MODES OF FINANCING

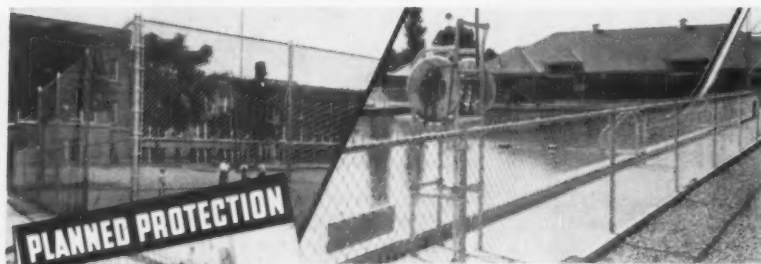
The inevitable subject of raising funds for the construction proper is relegated to a final chapter. There three modes of financing are evaluated as follows:

Building reserves: The history of the past century indicates that these are "frequently reduced by mismanagement or dishonesty. . . . In a period of rapid and unforeseeable increases in child population a building reserve policy is not defensible. . . . The money might better be left with the taxpayer until it is to be spent."

(Continued on Page 106)

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The pay-as-you-go plan: This is inadequate for most school systems; however, many boards of education find it desirable to supplement a borrowing plan with some funds of this nature.

Bonds: "There is little logical justification for the straight bond plan. A serial bond issue is, no doubt, the most advantageous." Callable bonds normally command a lower market price than those without restrictions, unless provisions are made for limiting the calling privileges to stated dates. The 20 year term issues offer decided advantages over those with a 30 year

term. In the long run the public interest probably is served best when bonds are advertised and sold to the best bidder, rather than retailed directly to the public or offered at private sale.

This type of to-the-point counseling typifies the general content of the volume.

After the responsibilities of the various bodies and individuals identified with a school planning program are established in the opening chapter, these basic ground rules are assumed:

1. The hiring of personnel, the se-

lection of sites, the determination of buildings to be built, and the establishment of contractual relationships should rest with the board of education.

2. Citizen committees are valuable as effective interpreters of need to the remainder of the community; however, the board should not pass on its responsibilities to any other group.

3. The superintendent of schools is the general manager of the building enterprise.

4. Frequently the professional staff is supplemented by experts who serve the school system in a variety of ways. Such experts "should be considered as extensions of the local staff, especially of the office of the superintendent of schools."

When the educational consultant provides advisory as well as survey services, he becomes "the agent of the board of education" who, "with the superintendent of schools, advises the board and protects the board's interests throughout the building processes." Such consultants, it is said, have helped to avoid "the highly expensive errors of planning" and in cooperation with the local administrator and the project architect have contributed much toward "a very high proportion of superior schoolhouses in America."

QUALIFICATIONS OUTLINED

The seven basic qualifications of an educational consultant are outlined in some detail, including "evidence of the full professional nature of the educational consultant's service" in the form of his technical writings and contributions to educational and architectural magazines. Several pages outline suggested methods for selecting the architect. Work of the landscape architect is underscored.

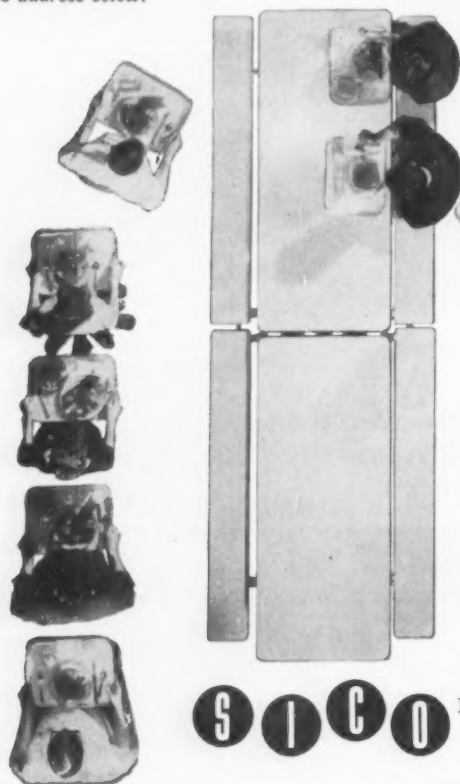
If the local staff includes persons well trained in the survey field, such a study may be made as a supplement to their regular work program. There are advantages, however, "in getting a fresh point of view." Accordingly, the entire third chapter is devoted to the school building survey.

In the chapter on educational specifications, the point is made that the ability of architects to understand and interpret the needs of modern education (occasionally given to him on a few sheets of paper) varies, and in any instance too much is left to chance. For this reason educational specifications are being used increasingly. One of the best ways to appreciate the scope

2 WAYS

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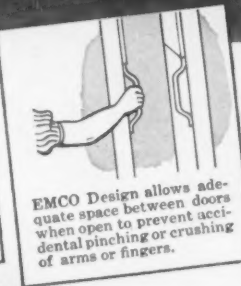
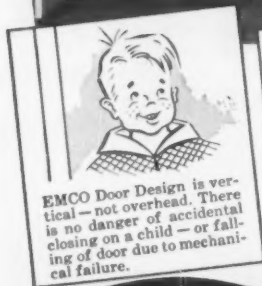
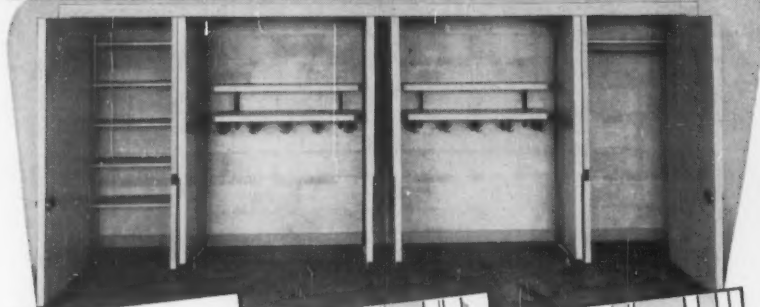
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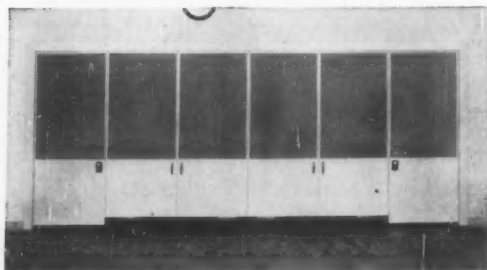
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of this type of document is to classify the items and set up a program of requirements for the total school program and for the individual areas. Such requirements should be indicated without circumscribing the imagination of the architect. Sample educational specifications are included in the volume.

As a guide to the local administration of school plant planning, 17 steps are listed, but it is indicated that their number and chronological order may change from district to district. Sample flow charts of building projects used by several large and smaller cities point out both the differences and the basic procedures.

Certain aspects of the building program touched upon in outline in earlier chapters are explored in considerable detail in separate chapters, under such headings as the following: contracts with architects and engineers, scale models and perspective renderings, preliminary and final specifications, preliminary and working drawings, statistical policies, and errors in making building cost comparisons.

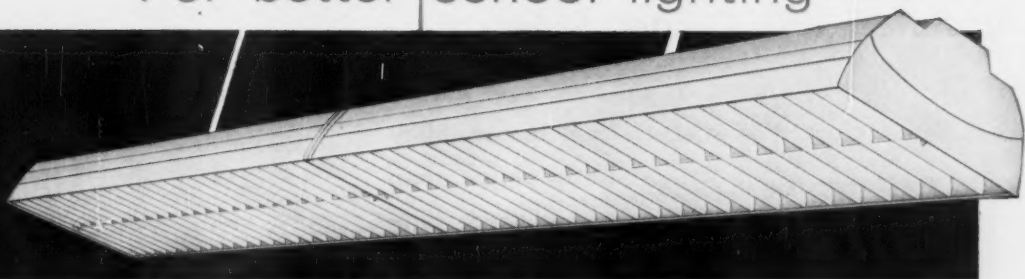
BUILDING TIMETABLE

At least 25 important steps make up the timetable for a school building project. One chapter is devoted to helps intended to prevent avoidable delays in construction. A progress record should be kept up to date to permit comparison with the original time schedule.

Other chapter headings include: planning for equipment and furniture, budget and accounting for school building programs, land use and landscaping, sanitary and storm drainage, standards for subsurface exploration, and test boring. Also included are statements on final plans and specifications, incidental and extra costs, unit costs and their interpretation, problems associated with bidding, supervision of construction, insurance coverage, surety bonds, and legal services.

Helpful to school planners, too, will be the final chapter, which has suggestions on the naming of the school and for cornerstone laying and dedication services. With reference to the latter the authors stress that while at times dedicatory exercises are omitted because of a crowded schedule of school events, this is a mistake. "No other occasion finds the people of the community as receptive to school consideration and as sympathetic toward the schools generally."—*Leo E. Buehring.*

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"Lay Educators" Seek Ground Rules

**School board convention accepts legal responsibility
for total educational program;
seeks honest community leadership;
stresses board-superintendent teamwork**

ADMINISTRATORS are pleased that school boards at long last are trying to regain proper status in the proper way.

This was the observation of O. H. Roberts Jr., director of the National School Boards Association's research project, who spoke at the 42d annual conference of the Illinois Association of School Boards and its 24th joint annual meeting with the Illinois Association of School Administrators. Sessions were held November 18 to 20 at Chicago's Sherman Hotel. About 2000 were in attendance.

Laymen have abdicated too long and thus have placed too great a burden on the professional educator, Mr. Roberts charged. But today they are willing "to go down 50 blind alleys to find one with an open door to educational opportunities." It is part of the N.S.B.A.'s research to determine the respective responsibilities of the professional and the lay educator. The latter was defined as "a citizen not engaged in teaching or administration."

TRAINING FOR BOARD MEMBERS

Both the board member and the superintendent first of all are citizens. Where they work together, with domination by neither, best results are achieved. Too few communities respect the school board as they should; therefore they fail to elect the type of members from whom educational leadership in the community may be expected. An annual 40 per cent turnover in membership complicates the problem. Inservice training is needed.

Among the administrators who addressed the convention was Oscar M. Chute, superintendent of Evanston elementary schools. "Open covenants, openly arrived at" might have been the title of Mr. Chute's talk. "To the extent that we fail to place all our

cards on the table, to that extent we give occasion for fear among the teachers and suspicion in the community," he warned.

At Evanston the public is invited to all school board meetings, as are the teachers. An official teacher representative is present, and copies of board minutes are distributed to the staff. In turn, one member of the board is present at sessions of teacher committees. Operation of teachers and board members in separate camps "seems like nonsense" to Mr. Chute.

NO BADGE OF AUTHORITY

At times the superintendent finds it necessary to "make noises like an administrator," and now and then he must "call them and walk away tough," like a baseball umpire. But seldom should he wear his badge of authority on his sleeve. He cannot possibly win cooperation in that manner, Mr. Chute said. Both board members and the superintendent are people, and must be dealt with according to the basic rules of human relations.

Supt. W. R. McIntosh, Rockford, stressed honesty and integrity. These qualities the individual board members have, or their election would not have been likely. But their honesty and integrity as a board is even more important, for the public thinks of them as a group. Persons dealing with "the most precious assets of the community" also must have a native love for children. Work of both the board members and the superintendent must be carried on with reference to ground rules clearly established.

Goals were set up for all identified with education by Robert Sargent Shriver, president of the Chicago Board of Education. Our task during the next 10 years, Mr. Shriver said, "will be to eliminate once and for all 'the

era of the common man,' made famous some 20 years ago by Henry Wallace." During this second half of the Twentieth Century we are in desperate need of the *uncommon* man, the speaker pointed out. As the first step, both professional and lay educators must get their house in order.

The duties of today's superintendent too often make it difficult to distinguish him from a banker, a manufacturer, or an executive of the chamber of commerce. That is wrong, Mr. Shriver said. Educational problems must come first.

Teachers, too, must be put back on a pedestal of professional dignity, honor and esteem, it was stated. This can be accomplished only if they are given time to think, to read scholarly literature, to belong to learned societies, to create and publish their own culture. There must be incentives to scholarship. We need to enlighten children's minds and inspire their souls, to create in them a love of knowledge. Only teachers who have "reached the heights" can do this.

Parents largely have surrendered the historical position that they have the first responsibility for the child, Mr. Shriver stated. Ways must be found to bring them back into the educational program, week by week. Home reading and TV viewing should be related to school planning.

Many architects, too, were present to advise both superintendents and school board members. Among them was Samuel W. Wilkinson of Joliet, whose talk dealt largely with the cost of schoolhouse construction.

SUM OF SMALL SAVINGS

While building costs generally have risen 183 per cent since 1934, school construction costs are up only 108 per cent, the U.S. Office of Education advises. There is no one method by which costs can be reduced appreciably, the architect stated. Such economies as are effected are the sum of small savings. Holding specifications to the bare essentials of shelter results in eliminating elements important to the educational program. If we want good schools, we might as well make up our minds that we'll have to pay for them, said Mr. Wilkinson.

True economies are effected by utilizing materials which reduce operation and maintenance costs, by purchasing sites well in advance, by letting bids during the early part of the calendar year, by insisting on competent work.



**They Learn to
Dance at
PERRY-
MANSFIELD**

**in Steamboat Springs,
Colorado**



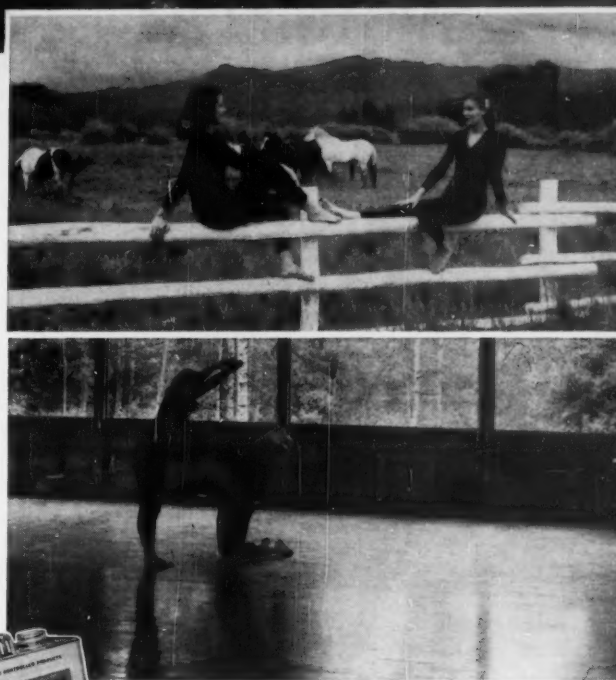
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High in the mountains surrounding Steamboat Springs, Colorado, lies Perry-Mansfield School of the Theatre and Dance. Former staff members there read like today's "Who's Who" of the theatre: Agnes De Mille . . . Virginia Tanner . . . Jose Limon . . . Nina Youshkevitch . . . and many others.

But to teach dancing on a slippery floor could be dangerous. That's why all of the dance floors at Perry-Mansfield are protected with Seal-O-San — the resilient — yet safe — floor sealer that is easy to use, easy to maintain.

As Miss Portia Mansfield, co-director of the school says: "We have found Seal-O-San to be the best floor finish we have used in the past thirty-five years. It has proven to be the most durable for hard wear on the floors where we have large classes of dancers, as well as other floors that are in constant use." If you are planning on refinishing any wood floor . . . use Seal-O-San!



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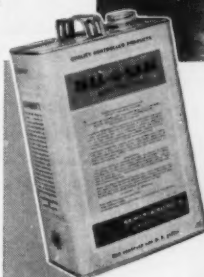


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A word to the wise...



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"There are few more serious errors made in the construction of school buildings than in site selection," said architect Raymond A. Orput, Rockford. Site development at an unsatisfactory location may run as high as 15 per cent of total costs. So it behooves school planners, the speaker pointed out, to make certain that the proper location is selected.

STOPPING "TRAGIC MISTAKES"

An architect should be engaged early, even a year or two ahead of actual construction, so that the district will have the benefit of his professional advice. This involves no more cost to the school district. The services of civil engineers in making topographical maps and test borings also can go far in stopping "tragic mistakes about to be made." When the school is planned for an outlying area, it may not be immediately evident without professional aid that the location is a natural drainage area. If it is, the construction of necessary sewers and curbsings may materially increase construction costs beyond the figures contemplated.

John W. Eater, superintendent of Rantoul schools, warned that districts should proceed cautiously in effecting savings, lest they be sorry later for what was omitted. Too often left out, he said, was storage space—not only for educational materials but also for janitorial and other supplies. Mr. Eater believes that it is the duty of the architect to bring to the superintendent and the board repeatedly ideas that will contribute to the efficiency of the school plant. They must be as persistent as insurance salesmen. Because of their repeated championing of the acceptance of new architectural solutions, these solutions eventually will be adopted by more and more school systems.

The importance of planning all built-in equipment, including audio-visual facilities, in relation to the overall building program was stressed. Whether the selection of permanent equipment should be left to the architect entirely or whether it should be agreed upon by the board committee must be determined locally, Mr. Eater believes, although he thinks the second method more effective unless considerable time is spent by the administrator with the architect.

Cost of equipment should be included in the original budget. Build-

ings have a habit of costing more than planned, and unless equipment is shown as a separate item monies intended for this purpose are likely to evaporate. The following eight steps were suggested as helpful in equipment planning:

- (1) Inventory existing equipment which can be used in the new building;
- (2) prepare a new equipment budget;
- (3) indicate on the floor plan the location of the various pieces of equipment;
- (4) make an alphabetical list of the new pieces;
- (5) group the various types of equipment into separate classifications so that when specifications are prepared this information can be incorporated readily;
- (6) write into the specifications that which you actually want;
- (7) get bids on groups, rather than on individual items;
- (8) award contracts as quickly as you find what you want. (Bids are made on current price conditions and may not be honored if too much time is allowed to elapse before orders are placed.)

Joseph W. Hobbs, superintendent of Mason County schools, pleaded for the renewed moral courage which is needed to enable our country to exercise the world leadership expected of it. According to some historians, our spiritual initiative in 1954 passed for the moment from the West to Russia. Communists are willing to die for ideologies in which they believe. A revival of spiritual fortitude and moral courage, regardless of the cost to the individual, is needed in our country if we are to achieve victory over the three giants that stalk the land: war scare, racial unrest and intolerance, and atomic warfare.

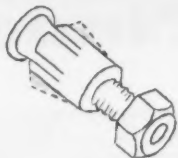
UNUSUALLY ACUTE PROBLEMS

The conference theme, "School Boards Look Ahead," was expanded in the form of the following proposition:

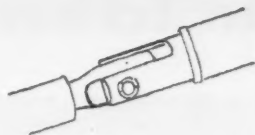
"There have been, and probably always will be, school problems, but those confronting school boards today seem to be unusually acute. . . . The fact that the average assessed evaluation is still on the downward trend, and the fact that additional revenue seems inevitable if we are to maintain our present educational level for the increased number of children who are coming along, makes it especially necessary to take a careful look into future requirements. We must realize our responsibility to examine not only the future, but also . . . how our present education program must be adjusted."

—Leo E. Buehring.

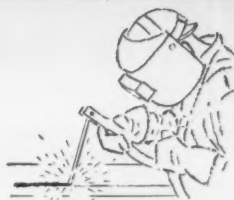
WHY SCHIEBER FOLDING TABLES & BENCHES ARE THE OVERWHELMING FAVORITES OF SCHOOL ADMINISTRATORS & ARCHITECTS



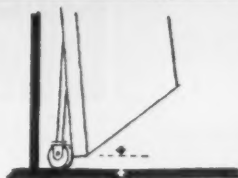
Schieber uses 800 lbs. pull test anchors, not screws, for securing tops to understructure.



Forged clevis hinges with snag-proof snap rings provide rigid, rattle-free assembly.



All joints are welded and welded in precision jigs.



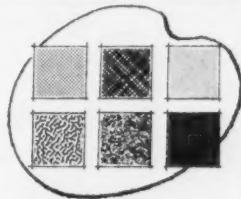
Tables and benches roll all the way into pockets on casters—do not drag last few inches.



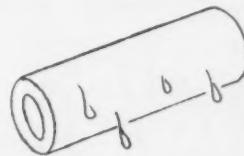
Mark-proof rubber casters protect floors.



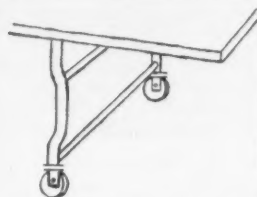
In-Wall units are counterbalanced for ease of operation.



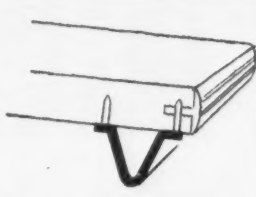
Surfaces in optional colors and patterns.



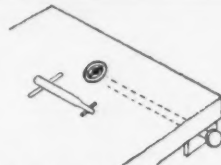
All casters equipped with permanent oil impregnated bearings—no oiling, ever.



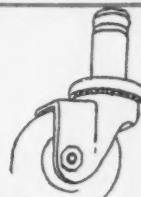
Understructure is heavy 1-inch steel tubing with .840" wall.



All edges finished with permanently bright "T" stainless steel moulding.



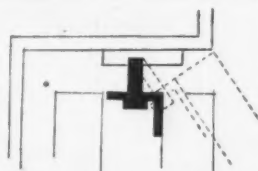
Detachable units secured in tracks with retractable roller buttons. Can't come out unless intentionally detached.



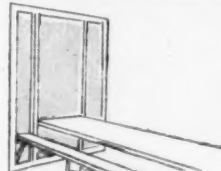
Center casters are swivel type for easy maneuvering of detached tables and benches.



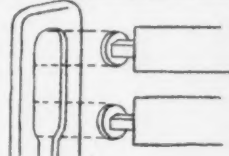
Benches reinforced by four (not two) longitudinal, formed steel stringers.



Safety catch prevents folded units falling from pocket when being operated.



Steel back in pockets adds to rigidity, eliminates contractor finishing.



Any height unit may be returned to any pocket. Welded-on (not cut outs) tracks have long keyhole slots.

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top quality, is assured when Schieber is specified. Standards on materials and workmanship are based on first hand knowledge of the nature of school use and what it requires. Schieber originated the multi-purpose room (lunch room-activities area) folding tables and benches and our engineering, development and research has always led the field. As evidence, never has one penny been spent for service

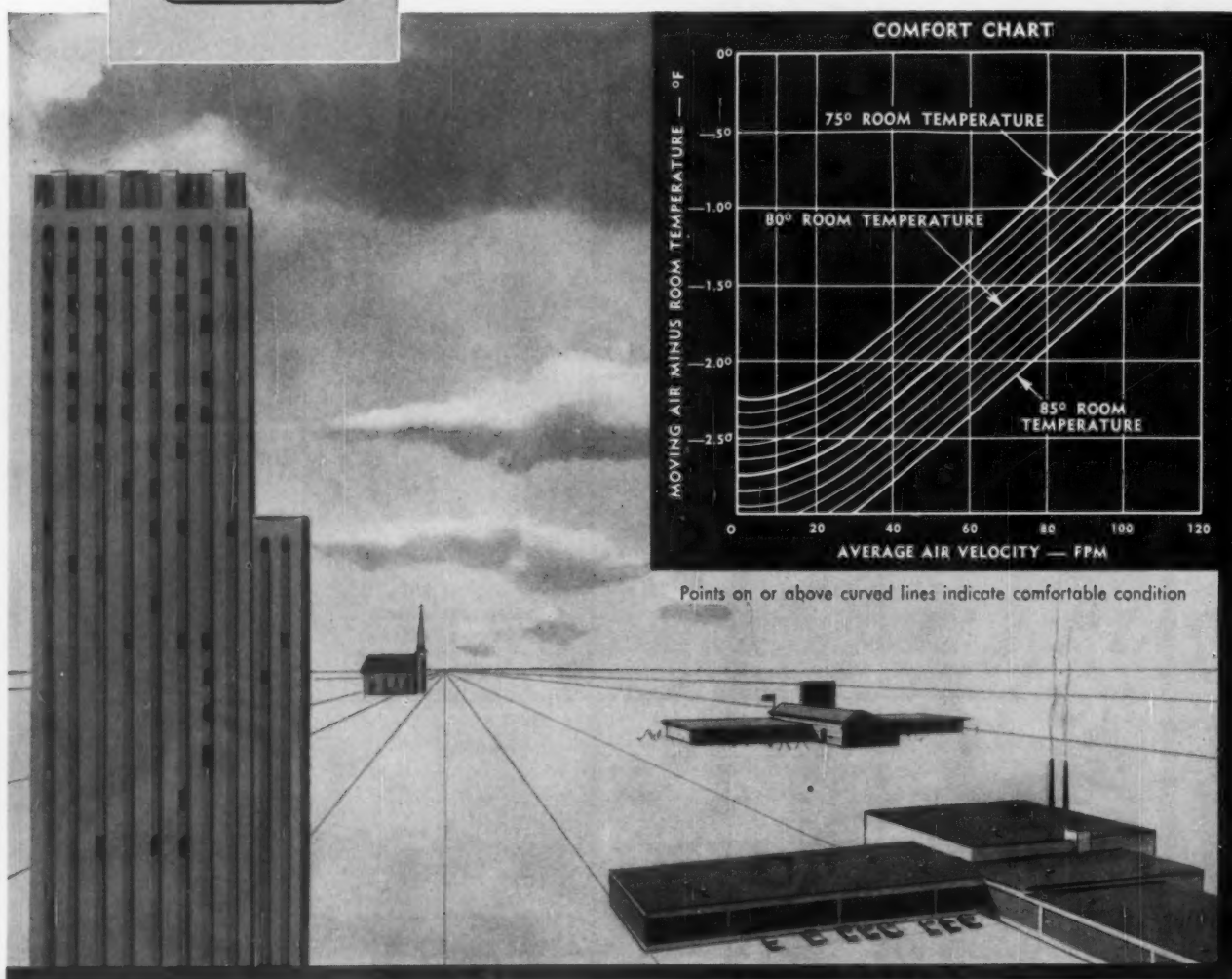
on a Schieber unit except where normal wear occurred over a long period of time and the first installation ever made, 25 years ago, is still in daily use. Thousands of schools now use this equipment and more than a thousand school architects have specified it, most of them many times. Let us answer your questions or better, write for our booklet: "Twenty Questions—and Answers."



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Whatever your air conditioning needs, Barber-Colman guarantees results that meet requirements of above Comfort Chart

Creative team engineering at Barber-Colman Company effectively combines the modern advances of automatic temperature controls and engineered air distribution for performance-guaranteed results. Write for descriptive literature . . . or ask your architect or engineer about this exclusive "one responsibility" feature of Barber-Colman products and service.

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**Barber-Colman combined products assure proper relationship
of velocities and temperatures for constant comfort . . .**

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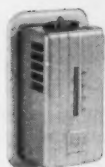
The correct system provides draft-free, quiet, *uniform distribution of the air . . . at a constantly held, comfortable temperature*, regardless of outside temperature changes.

The incorrect system varies from "too warm" to "too cool," or "too drafty." Although it may be delivering exactly the same amount of conditioned air, it is not engineered to maintain proper relationship between *velocities and temperatures*.

Constant maintenance of this relationship is of extreme importance, because a person's feeling of warmth or coolness is affected by: (1) room temperature, (2) velocity of con-

ditioned air being introduced to the room, and (3) temperature of moving air in relation to average air temperature in the room. To maintain the correct relationship of these variables and stay within the requirements shown in the Comfort Chart at left, there must be closely co-ordinated functioning of the system's *automatic controls and its air distribution units*.

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wire from **W**ashington

By EDGAR FULLER

Federal legislation in 1957

► The 85th Congress will soon be in session and may make history in educational legislation. Among the issues it will consider are the following:

1. A law to authorize federal financial assistance to the states for construction of elementary and secondary schools.

2. A law to extend the federal support of vocational-technical education of less than college grade to area vocational schools.

3. An amendment to the internal revenue law to authorize federal income tax deductions for professional expenses incurred by members of the teaching profession.

School construction bills

► With both major parties pledged to federal assistance for construction of elementary and secondary schools, the 85th Congress will begin with approximately the same general political situation as in 1956. Nevertheless, there are some important differences of opinion on details which have led to much activity among sponsors and opponents of the legislation. Since this is a new Congress, new bills will have to be introduced, and congressional committee hearings will have to be held.

Issues include the Powell or similar amendments on segregation, formula for distribution to states, compulsory matching by states, provisions of state plans and the rôle of the U.S. commissioner of education in their approval, whether the basic theory is to be temporary emergency assistance or federal sharing of educational costs, and the amounts to be authorized.

Labor's independent bid

► Organized labor has been making a determined bid to constitute itself as the leader of the organizations favoring school construction legislation, quite obviously seeking to supplant

the National Education Association in a rôle the N.E.A. has assumed since it began to emphasize construction rather than general aid. This has been carried to such lengths that labor representatives will probably no longer attend meetings of national organizations called together by the N.E.A. to discuss the subject. In the end, however, there are unlikely to be major differences among these and other supporting groups, and the opponents of the legislation are growing steadily weaker. Some former opponents may "go along" on a program of federal school construction assistance if it does not appear to be too extensive in length of time or amount of appropriations authorized.

The Council of Chief State School Officers, which has given priority to federal assistance for school construction over general federal aid longer than any of the major proponents of the legislation, adopted the following resolution unanimously in its annual meeting in San Francisco on November 18:

"The council urges the Congress to enact without further delay a law providing for federal sharing of costs for constructing elementary and secondary schools. These funds should be allocated to the state educational agencies along the lines proposed by the Kelley bill of the 84th Congress and without crippling amendments.

"We are vigorously opposed to the federal control of education which would result from the granting of discretionary authority to federal administrative officials to withhold funds on the basis of segregation or desegregation, thus substituting their judgment for the judicial process of enforcement as prescribed by the United States Supreme Court."

More vocational education

► On the last day of the 84th Congress, Sen. Lister Hill of Alabama introduced a bill to provide federal

funds to the states for the support of area vocational schools and programs for the training and retraining of technicians and skilled workers in industry and agriculture. These programs would be vocational education of less than college grade administered by the agencies now administering the Smith-Hughes and George-Barden laws.

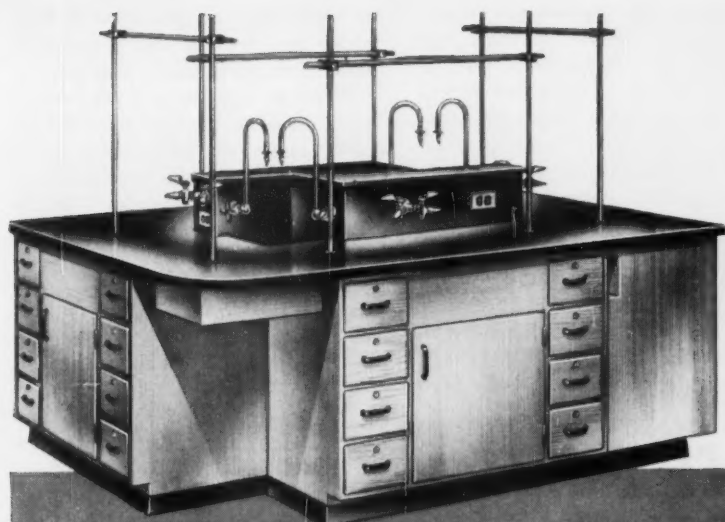
A revised bill probably will be introduced in the 85th Congress. It has been reliably reported that the debate in recent weeks has led to opposition by the land-grant colleges and universities and some other groups vitally concerned. Most of the educational organizations are studying the matter and preparing amendments of their own; they have not taken definite positions in regard to the proposed legislation.

Arthur Bestor, again!

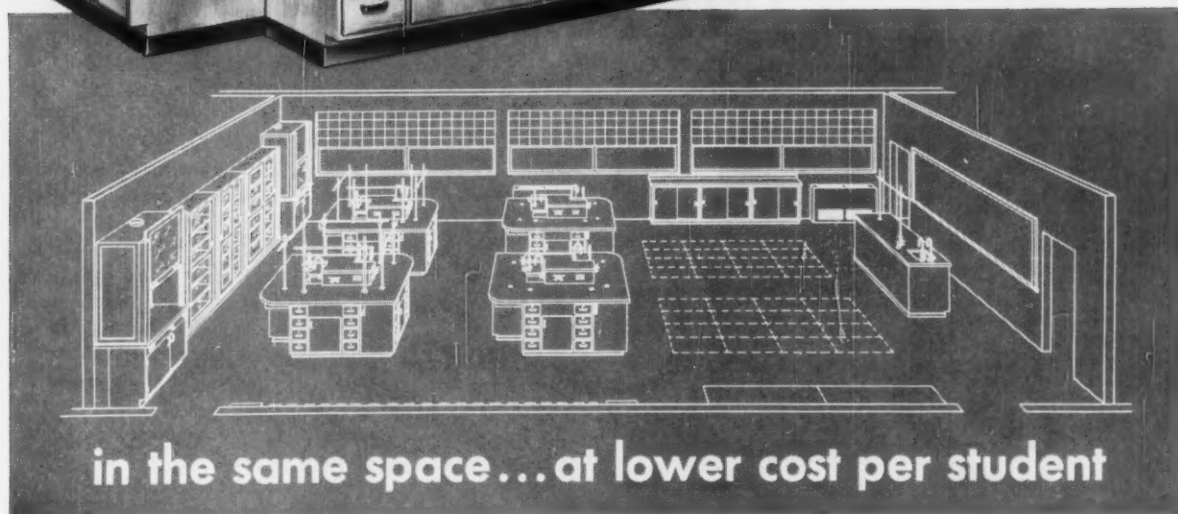
► The Council for Basic Education, set up with anonymous financial backers in Washington to stress its own definition of basic education, has made a broadside attack on the public schools through the *U.S. News and World Report*. The article is in the form of an interview with a university professor of history, Arthur Bestor, who has made a career of such attacks in recent years.

The professor's basic assumptions are those of the highly selective and academic systems of other countries. They are in opposition to the American principle of universal general education. He believes American schools try to do too much for too many children and that there will never be enough competent elementary and secondary teachers to go far beyond the drill subjects for any except a strictly selected academic elite. Too much money, it is strongly implied, is being spent on other children.

All this has a superficial plausibility. Many general readers will fall for it, and it may even have some good effects in causing teachers and adminis-



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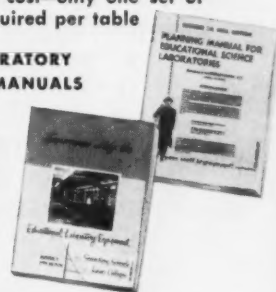
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trators to re-examine their practices. Since it is fundamentally opposed to the generally accepted ideals of American education, however, the benefits of such criticism will be less than the additional difficulties it will create in the schools.

Educators should and usually do welcome constructive criticism. Major and conflicting social forces will forever seek to bend our great system of universal education according to their own ideas, and this is as it should be.

Professor Bestor, however, uses too many tricks. His statistics and gen-

eralizations leave erroneous impressions which can scarcely be other than deliberate, and his emotional insinuations are aimed more at overworked school people than at solving the problems of the schools. I have space for only a few illustrations of the misinformation which leaves Professor Bestor less scholarly than the teachers he attacks.

When he says one-half of all the country's high schools offer no physics, he fails to mention that these are almost without exception the smallest high schools, that these schools enroll

no more than 12 per cent of high school students, and that many offer physics courses in alternate years.

When he says that 84 per cent of high school pupils took physics in 1900 against only 54 per cent today, he fails to mention that enrollments in high schools have increased several times as rapidly as the general population since 1900, when only a small proportion of youths of high school age were in school. Almost all high school students of 1900 were preparing for the professions, and the schools were not prepared to serve others.

He attacks the U.S. Office of Education, after misrepresenting what the basic law provides shall be its functions, in a manner that will be revolting to those who are acquainted with its highly professional and hard working staff.


Professor Bestor's favorite whipping boy is "life adjustment" education. Here he leaves the impression that this is a course or a program of study widely prevalent in high schools. The best way to reply to this is to ask the professor to point out a single such course or program of study in any high school in the United States, because "life adjustment" is merely a concept of serving all pupils in education and is not a course or program of study at all.

This onslaught against elementary and secondary education has come just when schoolmen are working more closely with scientists and scholars and their learned societies than ever before. Fortunately, the scholars who are helping to improve elementary and secondary education will do their full share in correcting Professor Bestor themselves.

An instance of this came quickly from Howard L. Bevis, chairman of the National Committee for the Development of Scientists and Engineers, on which the major learned societies in science and engineering as well as schoolmen are represented. Dr. Bevis labeled several of the factual errors emphasized by Mr. Bestor as inaccurate, fallacious and unfair. The national committee unanimously commended Dr. Bevis for the position he had taken when it met two days later.

Tax deductions for teachers

► When a doctor attends a clinic to learn a new method in medical practice he deducts the costs on his federal income tax return. These and other



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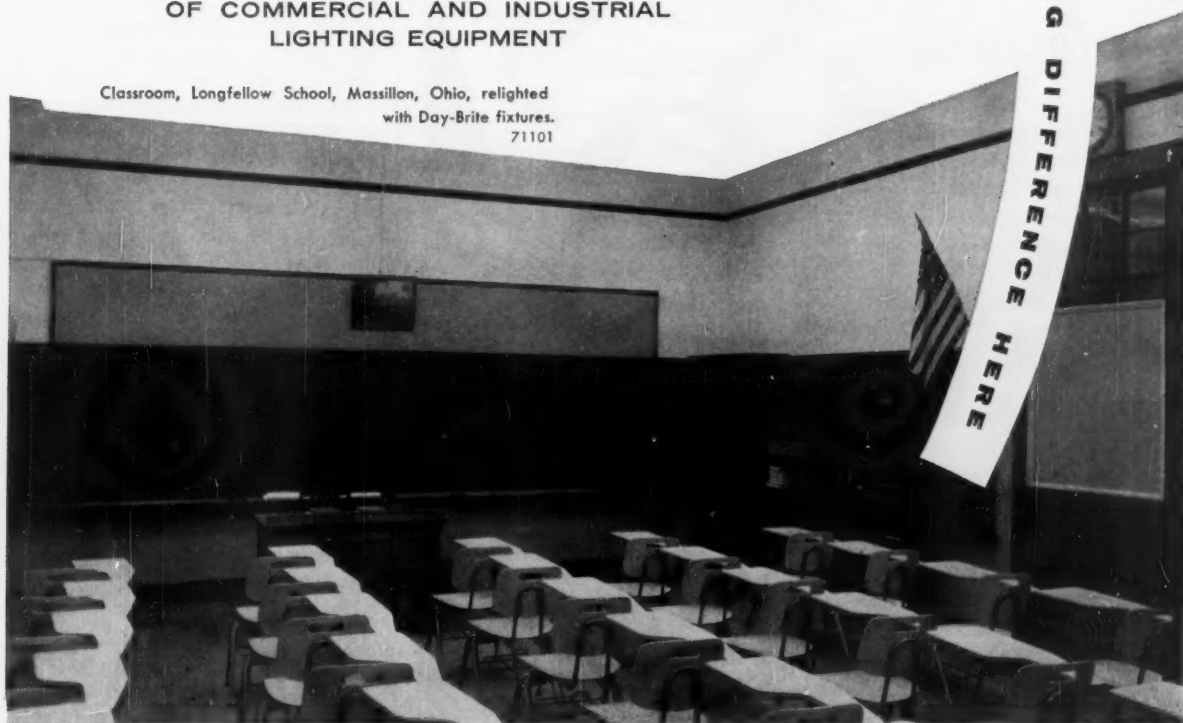
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professional expenses are generously allowed by the Internal Revenue Service for members of most other professions. With a few grudging exceptions, teachers have not been allowed to make similar deductions. The 85th Congress will consider legislation to end this discrimination against the profession of teaching.

Chief state school officers

► Dean M. Schweickhard, Minnesota commissioner of education, was named president-elect of the Council of Chief State School Officers at its annual meet-



Mary M. Condon



D. M. Schweickhard

ing in San Francisco. Dr. Schweickhard will become president of the council January 9, succeeding President Mary M. Condon, whose term as superintendent of public instruction

for Montana will expire at that time. Miss Condon succeeded the outgoing president, Vernon L. Nickell of Illinois, who became first vice president of the council; Commissioner A. John Holden of Vermont was elected second vice president.

Dr. Schweickhard, Minnesota commissioner since 1943, has also served as assistant superintendent of schools in Minneapolis and supervisor for the Minnesota State Department of Education.

Miss Condon, who has held the Montana post since 1949, was formerly a high school teacher in Iowa schools and director of student affairs at Eastern Montana College.

Two new members of the board of directors also were elected at the council meeting. They are: Supt. Charles F. Carroll of North Carolina and Supt. Alton B. Jones of Idaho.

State school superintendents and commissioners of education from 36 states and territories attended the meeting. Among the topics discussed were: the training of scientists and engineers for the national welfare, the use of television in education, and recent developments in the accredita-

tion of teacher education institutions and legislation affecting education.

J. Arthur Campbell, director of institutes of the National Science Foundation, announced new grants to some 15 colleges and universities for special studies toward the improvement of instruction. Many of these studies are to be conducted in elementary and secondary education. For purposes of coordination, the council urged the foundation to consult with the chief educational authorities of the states before allocating funds for this purpose.

Harry K. Newburn, president of the Educational Television and Radio Center, asserted that all educational institutions would be influenced by television to some degree. He told the educators that they "should take an aggressive part in determining the manner and extent of this influence." He advised controlled experiments in four general approaches to the use of television in education: (1) as a total teaching device, to extend the services of a classroom teacher to a greater number of students; (2) as a supplemental aid to enrich the work of the classroom, such as experiments in science using costly equipment or visits to an art gallery or an industrial plant; (3) as a means of providing complete segments of teaching units, using resources otherwise inaccessible to the teacher, such as a complete electronics unit of a physics course or the entire poetry unit of a literature course; (4) as a substitute for field work in agricultural extension courses or in demonstration practice teaching classes.

An example of the first type of research called for by Dr. Newburn is being conducted at San Francisco State College. President J. Paul Leonard described experiments in the use of television as a total teaching device, pointing out the possibilities of the medium "as an emergency and temporary measure" to cope with the increased college enrollments. He estimated that college students in California are increasing at the rate of 8000 a year, or the equivalent of one new college annually.

The council discussed and approved the reorganization of the National Council for Accreditation of Teacher Education and heard Director W. Earl Armstrong outline future plans of the organization.

State school administrators from Florida, North Carolina, and Washington urged their colleagues to resist any attempts to restrict federal school funds to states which have begun to inte-

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grate their schools. Supt. Thomas D. Bailey of Florida maintained that, if congressmen insist on anti-segregation amendments to the school construction measure, they could presumably apply the same principle to all federal appropriations for education.

In addition to its stand on federal aid, the council adopted other resolutions:

—Defining adult education as an integral part of the total public school educational program.

—Encouraging a higher proportion of able high school graduates to con-

tinue education beyond the high school and urging the states to develop more effective guidance programs for students.

—Commending the Florida State Board of Education for its recent announcement that it will accept college transcripts from teacher education institutions accredited by the N.C.A.T.E. upon certification by the institutions concerned. The council referred this procedure to all states for consideration.

—Recommending that the U.S. Office of Education confer with the chief

educational authority in the state before allocating federal funds to institutions for cooperative research in the area of elementary and secondary education.

—Reaffirming the position of the council that all federal relationships with education be channeled through the U.S. Office of Education and the chief state school officers of the several states.

—Commending the Federal Communications Commission for its efforts to resolve the perplexing U.H.F. situation in favor of an improved television service.

—Supporting an amendment of the internal revenue code to establish a uniform policy granting tax exemptions to teachers for professional expenses.

—Welcoming the opportunity to cooperate with the armed services in the guidance of young people regarding their prospective service in the armed forces.

In another official action the council favored extension of educational benefits to veterans "for all persons serving in the armed forces after Jan. 1, 1955, and as long thereafter as compulsory military service is in effect."

In line with its continuing interest in vocational education, the council called for the reactivation of a policies committee consisting of state directors of vocational education and chief state school officers, with consultants from the U.S. Office of Education. Such a committee was established in 1952 but has not met since 1953. The council further called for federal auditing of vocational educational accounts at the state level only.

With the school lunch program in mind, the council called on all states to assume responsibility for auditing in local school districts. At present only 16 states assume this responsibility completely, although it is the policy of the U.S. Department of Agriculture that all should do so as soon as possible.

The study commission of the council held its annual workshop in Colorado Springs, Colo., late in November. The group prepared preliminary reports on pupil transportation, school building services, and improvement of instructional programs to be considered by the council for adoption as policy statements. Ray E. Reid, assistant state superintendent of public instruction, Virginia, was chairman of the workshop.

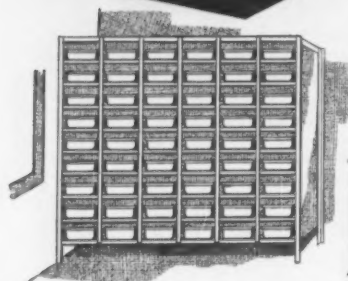
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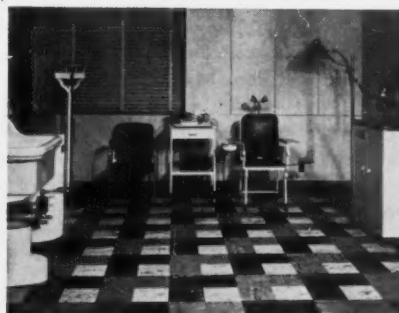
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NEWS IN REVIEW

Lawrence G. Derthick Named U.S. Commissioner of Education

WASHINGTON, D.C.—Lawrence G. Derthick, superintendent of schools at Chattanooga, Tenn., since 1942, has been appointed U.S. commissioner of education.

Dr. Derthick was president of the American Association of School Administrators in 1953-54. At the present time he is chairman of the Com-



Lawrence G. Derthick

mittee for the Advancement of School Administration.

The new commissioner has been a teacher and principal in Tennessee schools, professor of education at East Tennessee State College, and assistant superintendent at Nashville. In 1948-49 he served as chief of the education branch of the military government in Bavaria.

Dr. Derthick succeeds Samuel M. Brownell, who resigned to become superintendent of schools at Detroit. Wayne O. Reed has been acting commissioner since September.

Personal Income Rises Faster Than Pupil Expenditure

WASHINGTON, D.C.—Average personal income in the United States has increased more rapidly in the last 15 years than has public school expenditure per pupil, a recent report of the U.S. Office of Education reveals.

From 1939-40 to 1953-54, average personal income increased 184 per cent, while current per pupil expenditures rose 159 per cent during that period.

The report also shows a long-term trend toward improved attendance rates. Back in 1899-1900 less than 75 per cent of the pupils enrolled were in school on an average day; in 1953-54, the average daily attendance had risen to almost 88 per cent.

To Study State Controls Over Higher Education

WASHINGTON, D.C.—State controls over colleges and universities will be the subject of a study to be financed by the Fund for the Advancement of Education, it was announced here. Alvin Eurich, vice president of the fund, said the study was being undertaken at the request of the Association of Governing Boards of State Universities and other educational organizations.

The governing boards said a study was needed because of the "increasing vexations of governmental controls over institutions and boards. This trend . . . is beginning to sabotage the freedom of educational institutions and place them under political controls," the boards said. They cited controls over salary increases, university publications, and appropriations for higher education.

Legion Hits Course for Gifted; School Board Stands Firm

BRIARCLIFF MANOR, N.Y.—A demand by an American Legion post that a proposed course for gifted high school students be abandoned has met stiff resistance from the board of education here.

At a private meeting of the school board, a Legion committee gave the board two weeks to drop plans for the course, which is scheduled to start in February. The board announced that it still planned to "go ahead full speed" on plans for the special seminar program.

The proposed Seminar on Essential Ideas which sparked the controversy has been in preparation for many months and is underwritten by a \$13,000 grant from the Fund for the Advancement of Education. The seminar is organized around a film series and discussions on abstract topics such as justice, loyalty and the existence of God. The film series is narrated by

its author, Mortimer J. Adler, director of the Institute of Philosophical Research.

Legion objections to the seminar centered on Dr. Adler's connection with it, and the relationship to the Fund for the Advancement of Education. Dr. Adler, the Legion charged, is a "one worlder" in favor of "abolishing the United States."

In a letter being sent to every household in the school district, the board of education labeled the Legion's charges against the seminar "scurrilous" and "irrelevant." The film narrated by Dr. Adler is an impersonal discussion of philosophic thought through the ages, and each weekly discussion will be led by a qualified adult, it said.

U.S.O.E. Urges Schools to Train for Civil Defense

WASHINGTON, D.C.—The U.S. Office of Education has urged schools to give pupils lessons in civil defense and to prepare emergency disaster programs.

A recently published handbook from U.S.O.E. outlines instructions on the organization and operation of school civil defense programs. Schools should incorporate into the general curriculum the long-range civil defense training required to meet all threatened dangers, "whether these be from hurricane, flood, earthquake, explosion, fire—or war," it said.

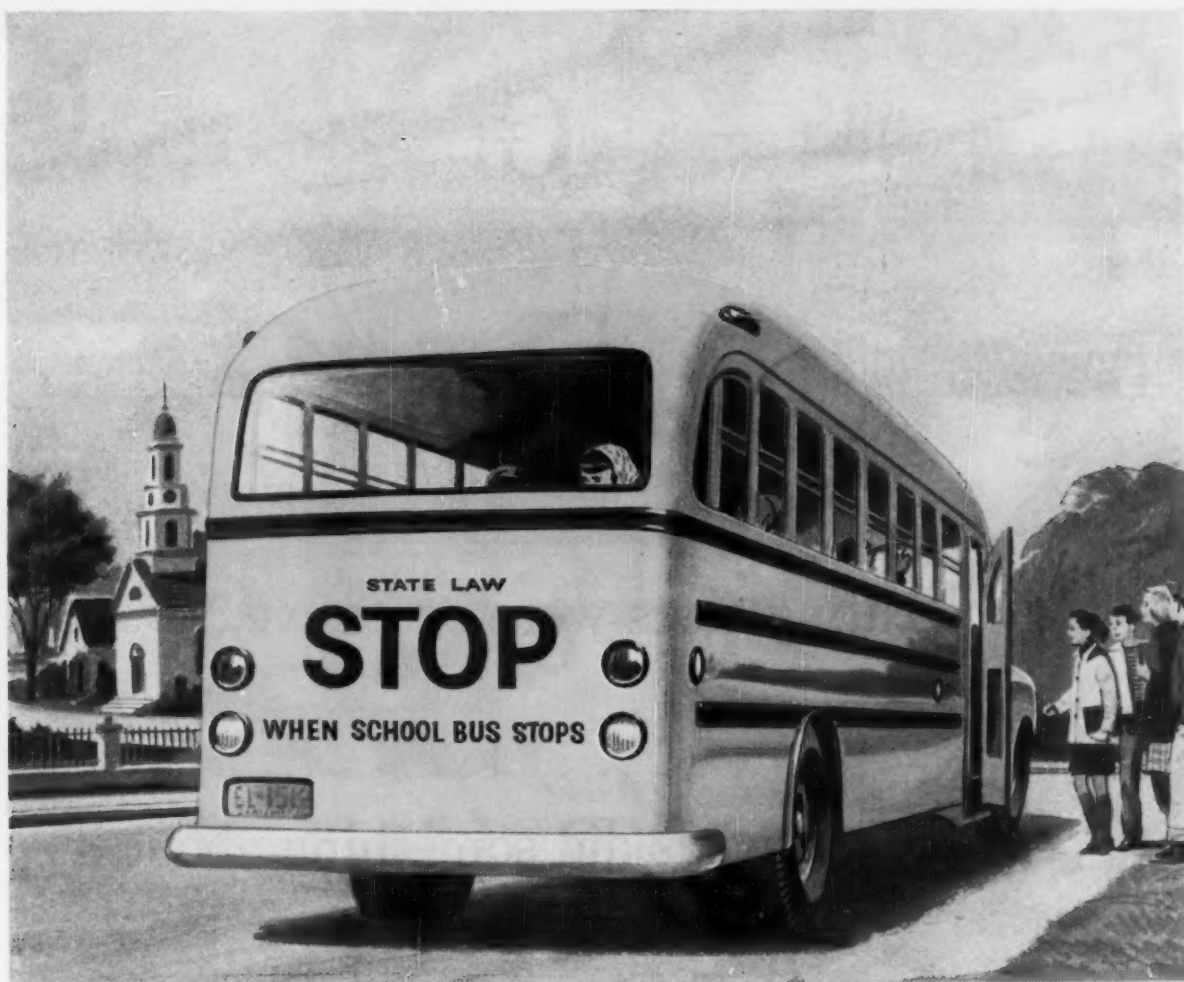
Under these programs, students would be assigned such duties as helping to care for younger children, acting as messengers, assisting the physically handicapped, and serving as parking lot attendants at reception areas.

A Clear Case of Necessity

CLARKSDALE, MISS.—A first grader, drawing a picture of a man, asked his teacher for a white crayon.

"Just leave the paper white," she told him.

"I can't," said the young realist. "I'm going to make his shirt blue, but first I've got to put his underwear on."



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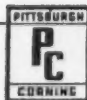
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Federal School Aid Should Be \$6 to 8 Billion Yearly, Walter Reuther Tells Social Studies Council

CLEVELAND.—A strong program of federal aid to education, amounting to 1½ to 2 per cent of our gross national product—\$6 to \$8 billion—for the next five years was proposed by Walter Reuther at the annual meeting of the National Council for the Social Studies here.

Mr. Reuther, president of the United Auto Workers and vice president of the A.F.L.-C.I.O., outlined a five-point program in his proposal.

The construction of new schools and substantial increases in teachers' salaries headed the list. Further, Mr. Reuther recommended a comprehensive federal scholarship program, whose recipients would constitute a trained manpower reserve to serve where needed in lieu of military service.

Also included in the proposed plan were the development of a program for specially gifted children, through the cooperation of federal, state and

local educational authorities, and a plan to provide more teachers through a cooperative arrangement between industry and education.

"There is no real conflict between democratic principles and our educational needs," Mr. Reuther stated, pointing out that federal aid can and must be given without federal control.

More than 1600 delegates attended the three-day conference where teaching demonstrations, discussions and speeches covered the fields of history, economics, civics, political science, and other related social studies.

The convention's resolutions reaffirmed the council's "faith in the United Nations as the agency for the peaceful solution of international problems," urged continued support for the movement toward equality for all people, and advocated continued emphasis on "critical thinking and problem solving skills as applied to basic social problems."

SHOULD GUIDE READING

In another resolution the conference stated its conviction that social studies teachers must take responsibility for guiding reading in their field. This responsibility was underlined by David L. Shephard of the Charlotte, N.C., public schools, who pointed out that reading skills are essential to being an informed and effective citizen in a democracy.

Biography and historical fiction, as well as current event reading, can help to bring alive the subject matter of the social sciences, which is often remote from the real experience of the student, suggested Mabel Rudisill of Duke University.

Some of the issues involved in religion and education were presented by Herbert L. Seamans of the Commission on Educational Organizations of the National Conference of Christians and Jews. Since religion is an integral part of man's experience, it would be appropriate to treat it naturally as it occurs in various subject fields, he said. Emotional maturity is the primary requisite for teachers who will deal with the subject, Mr. Seamans indicated; the teacher must set the tone with understanding and rational attitudes which respect differences and stimulate inquiry.

In a talk on the advanced placement program and colleges, Charles R. Keller of Williams College reported that a sizable percentage of the more than

(Continued on Page 132)



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N.S.S.I. Convention Stresses Use of Good Materials, Equipment

(Continued From Page 81)

At the annual banquet, special tribute was paid to Lew E. Parmenter, N.S.S.I. executive manager and senior counsel for 15 years, who retired last October 1. Mr. Parmenter was presented with an honorary life membership in the Institute and other evidences of esteem.

Other convention speakers were Philip Lovejoy, former general secretary of Rotary International, and

James W. Fifield Jr., pastor of the First Congregational Church of Los Angeles and a nationally known radio speaker.

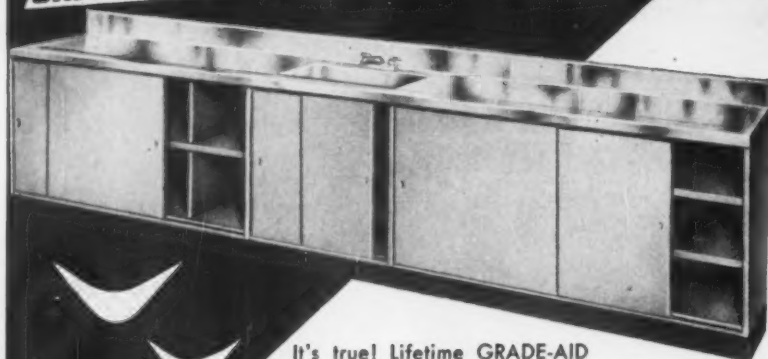
In his talk Dr. Fifield urged active identification with a church and participation in politics at the local level in order to halt "the rampant covetousness and general moral decline" which threatens to relegate our country to the fate of 20 past civilizations, each of which, too, had "illusions of perpetuity."

Speaking on the subject, "The Human Factor in Business," Mr. Lovejoy pointed out that today business no

longer employs hired hands but the whole man. These men bring with them human hopes, desires and fears. To get the best work from them they must be treated as individual human beings. Employees want security most; they also place major emphasis on receiving recognition for their work. They want to know how they are doing on the job, but all too often they are not told. The difference between a pat on the back and a kick is only 14 inches.

Find out what is needed in schools and create to meet that need, Mr. Lovejoy urged manufacturers. That is service to society and the highest form of salesmanship. #

YOUR LOW FIRST COST is the LAST COST! with these STEEL and STAINLESS STEEL **GRADE-AID** PROJECT COUNTERS!



It's true! Lifetime **GRADE-AID** sink, counter and storage units actually cost you less—completely installed—than cabinet work!

AND LOOK at these "EXTRA" ADVANTAGES!

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Superintendent's Autobiography Is "Analysis of Education"

A TEACHER IS A PERSON. By Charles H. Wilson. New York City: Henry Holt and Company, 1956. \$3.75. Pp. 285.

This delightful book is long overdue; for lo these many years we have been waiting for such a treatment of education.

"A Teacher Is a Person" is a searching analysis of education, leavened with a keen sense of introspective humor. The conclusions are all the more compelling because they flow so naturally from Dr. Wilson's own experience. It could be my life story or yours. That is one of the reasons I couldn't lay it down until I had finished it.

To be sure, it is likely that a liberal arts professor would be piqued by some of the chapters. Yet I doubt that logical exception could be taken to the author's trenchant criticism of Mr. Bestor and his ideological companions.

Some idols dear to many public school educators are also hurled to the ground and fractured. For example, the chapter on grading lays bare with disturbing clarity the weaknesses of our traditional marking system.

Through every chapter runs the trend of devotion to our profession. It is an open-eyed allegiance which recognizes the shortcomings of all public education and which deals with them forthrightly and constructively.

I wish that ten thousand superintendents and a million parents could read this book. Perhaps they will.—**NATT B. BURBANK**, *superintendent of schools, Boulder, Colo.*



The handsomely textured ceiling of Armstrong Travertone adds smart beauty as well as comfortable quiet to the community meeting room of Long Island's new Garden City High School. Easy to

maintain, Travertone stays new looking for years. Architects were Eggers & Higgins; the acoustical contracting was done by the Wm. J. Scully Acoustics Corp.

WHAT HAS BEEN DONE DECORATIVELY WITH ACOUSTICAL CEILING MATERIALS?

The growing use of acoustical materials, stemming from the increased need for quieter, more relaxed school surroundings, is creating new interest in the ceiling's decorative possibilities.

An unusually wide assortment of beautifully styled acoustical ceilings is now available from Armstrong. From dignified, marble-like Travertone to the more casual full random pattern of Cushiontone, Minatone, and Arrestone, there is an Armstrong ceiling material to suit the styling of any interior. Factory finished, they need only standard maintenance. In addition, Armstrong acoustical ceiling materials can be repainted to match any color scheme without appreciable loss of noise-quieting efficiency.

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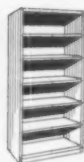
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(Continued From Page 128)

1250 students who took advanced placement examinations last year received college credit and advanced placement. Some 2500 students in 300 secondary schools are doing college level work this year, he added. The plan, being offered in some schools to able students, is designed to eliminate duplication of college and high school offerings.

Support Superintendent in Desegregation Policy

NEW YORK.—The Brooklyn division of New York's Protestant Council has announced its approval of Supt. William Jansen's policies in a current school integration controversy here.

The council gave its support to Supt. Jansen after an investigation of the all-Negro Junior High School 258 in Brooklyn, center of alleged segregation charges. The Brooklyn branch of the N.A.A.C.P. and the Urban League of Greater New York have charged that Dr. Jansen is not desegregating the school fast enough.

"No artificial zoning exists at the junior high," the council report said. "The school draws its student body from a natural geographical area and is situated in the center of that area. The student body is predominantly Negro because the natural area is predominantly Negro. Many of the non-Negro children in the area attend parochial or private schools. Supt. Jansen is making every effort to integrate the schools of the city on the basis of natural areas."

Criticizes Nine-Month School Year As Outdated

NIAGARA FALLS, N.Y. — The nine-month school year, which arose out of an agricultural economy, is inadequate and a real handicap to achievement in American schools. This is the belief of Richard T. Arnold, director of basic physical sciences, Alfred P. Sloan Foundation, who suggests a 10½ month school year for high school and upper elementary grades.

Dr. Arnold stated that European students by the age of 18 have received two full years more schooling than have Americans. The European plan of 10½ months provides six more weeks in school each year. These additional weeks are responsible for the superior knowledge of "hard core" subjects which the European students possess, he asserted.



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How to standardize school plumbing with Norwich lavatories

Models, sizes, mountings and fittings to suit every school need



Child-height Norwich lavatory with back splash, mounted on china leg. Neu-Spray faucet prevents splashing and saves water. Crane Dial-ese controls are easier to operate, last longer, easier to service too.

ANALYSIS

At first glance, all the Norwich lavatories shown on this page look alike—as school fixtures should.

Yet if you'll look again, you'll see they aren't alike. They can't be because the needs within *any* school vary so much.

That's why Crane makes a Norwich lavatory for every school need. They come in different sizes—with or without 4½" high back splash—with a choice of supply fittings—with or without china or metal legs. There are two sizes: 20" x 18" or 24" x 21" and seven

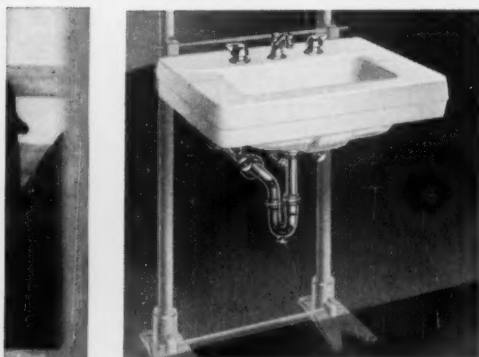
beautiful colors and white. Suits every need.

Yet because these fixtures are basically variations of *one* model, you don't have to tolerate crazy-quilt styling from washroom to washroom. Better yet, you can standardize your cleaning and simplify your maintenance.

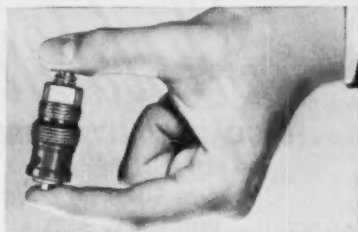
Why not ask your Architect—your Crane Branch or your Crane Wholesaler about this ideal school lavatory before you build or remodel your school?

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Norwich mounted on concealed brackets. This model is ideal for faculty rooms as it looks "so homelike". Built-in chair carrier with concealed brackets gives positive mounting.



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Norwich with integral liquid soap chamber. Holds 10 pints of soap, promotes cleanliness by keeping all washing within basin. Does away with slippery bar soap . . . wall-mounted dispensers. Nothing to get in the way of daily mopping.



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Sixth Time's the Charm: Peoria Raises School Tax

PEORIA, ILL. — Coffee klatches and a press exposé contributed to the success of a voters campaign here to raise the school tax rate. Prior to the election, it had been predicted that the schools would have to close owing to lack of funds for operation; referendums to raise the tax rate had been defeated in five successive elections since 1951.

Support for the referendum grew rapidly after a citywide coffee klatch focused attention on education in Peoria. More than 10,000 women gathered for coffee hours in some 1000 homes across the city; they watched a local TV program presenting the needs of the schools and, after the telecast, discussed the school situation using materials prepared by a citizens committee which had sponsored the telecast.

The local press exposed fraudulent advertising by a so-called taxpayers group which opposed the referendum, showing that the names used in the advertisement were names of individuals who were not taxpayers; one, a nonresident of Peoria, was not aware that his name had been signed to the advertisement.

The final result: A tax raise of 40 cents per hundred dollars was approved by 6000 votes, close to a 12 per cent margin. Eighty-seven per cent of the registered voters in Peoria—48,000 citizens—turned out at the polls. The increased revenue will be used for operational expenses of the school system.

Bay City Superintendent Says Teacher-Aide Study Successful

BAY CITY, MICH.—"The staff of the Bay City public schools feels that neither the over-ambitious claims nor the severe criticisms represent the true picture of the real Bay City teacher-aide experiment," states Paul W. Briggs, superintendent, in statements recently released. Supt. Briggs comments that up until now Bay City officials have expressed no opinions on the significance of the experimentation. He regrets that outsiders have been making some sensational claims about the teacher-aide program either as a panacea or a calamity, and that too often these judgments have been made without proper observation or study of the experiment itself. The study in Bay City is part of a larger research project being conducted primarily in Michi-

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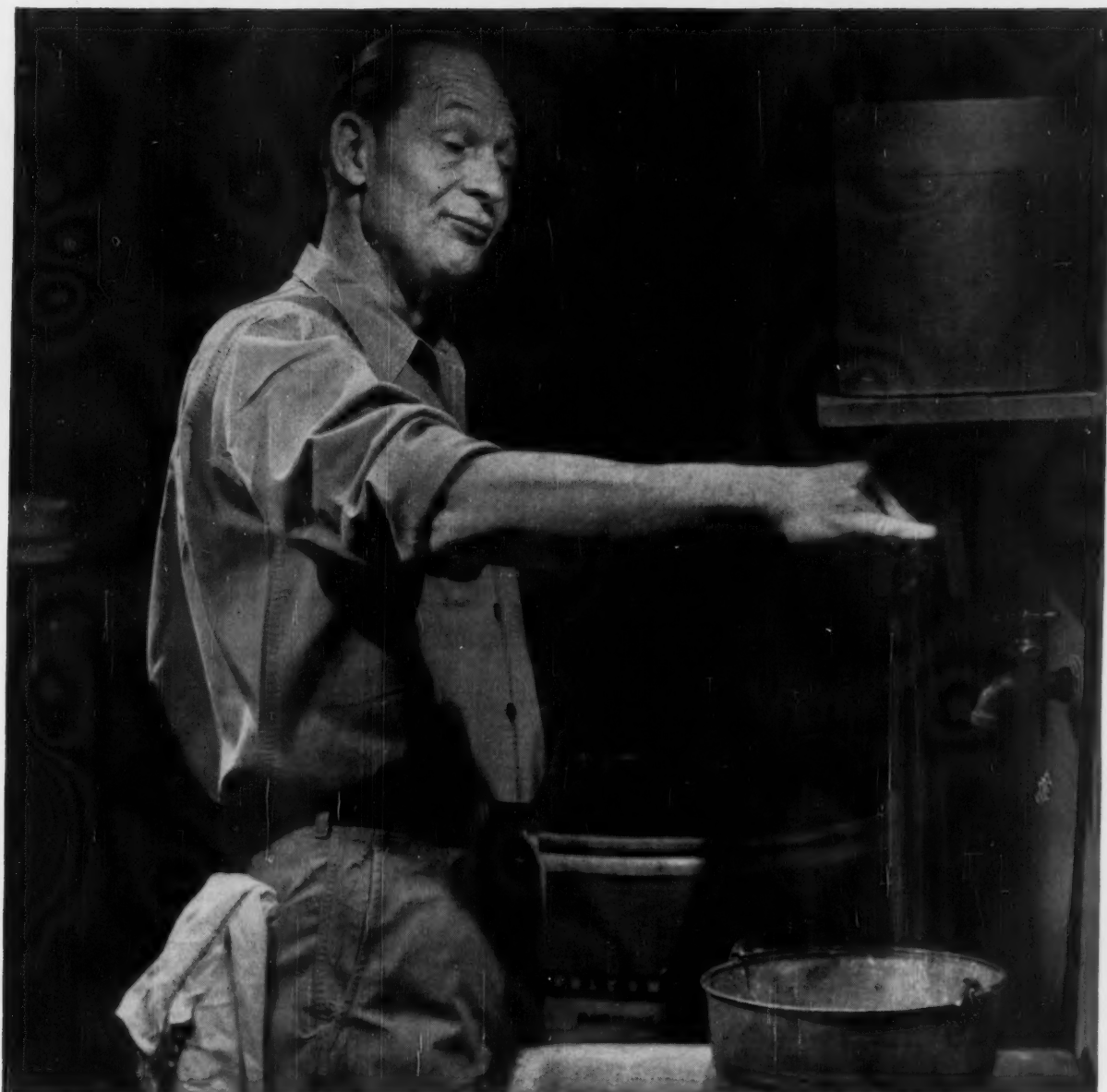
All major phases of Industrial Arts — woodworking, metalworking, mechanics, drawing, electricity — may be taught at each of these centers. They are also designed and equipped for study, class discussions, demonstrations.

These centers — plus project areas, special activity benches, power tools, and other facilities — are integrated in a Sheldon "educationally correct" floor plan. The result is maximum teaching efficiency and learning opportunity in minimum space.

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gan to discover the better utilization of teacher competencies. The study is financed by the Ford Fund for the Advancement of Education. After four years of experimentation with the use of teacher-aides in several of the classrooms in Bay City, Supt. Briggs reports:

"It has been successful. It is our belief that the quality of education has been maintained in the experiment at a comparable level to the general program in the Bay City public schools. We have found that not only it is possible to maintain a good program of

academic achievement but also, in the less tangible area of child growth and development, we have been able to attain very satisfactory results. Good aides have an active interest in children, and under proper guidance can be very helpful in creating the kind of classroom atmosphere which encourages wholesome personality development. In many cases, the aide has been able to relieve the teacher of some of the routine activities so that she may devote more time to becoming better acquainted with the individual child in the classroom.

"Our staff has developed a strong conviction that, while the teacher-aide program can be successful in the crisis situation, there exist certain dangers in its promiscuous application and careless administration. They recommend that the following practices be followed in the establishment and administration of the program:

"1. Carefully select quality individuals as aides.

"2. Inaugurate a strong program of professional supervision.

"3. Place the aide in a compatible situation with a good, cooperative teacher.

"4. Provide an adequate inservice training program.

"5. Place the program in a room large enough to accommodate the larger class and provide sufficient additional facilities to allow increased class activities.

"6. Inform the public and staff regarding the program so that it will be properly understood and received."

Says Special Education for Bright Pupils Essential

EAST ORANGE, N.J.—Talented children must be separated from other pupils no later than the age of 10 or 11—and given an education specially tailored for them. Unless this is done, our schools cannot perform their primary function, which is to develop the nation's brainpower to its highest potential, a navy atomic submarine chief asserted recently.

Rear Admiral H. G. Rickover, U.S.N., charged that the whole basis of American education—that of making one school serve for all—is fallacious. There should be two schools—one for the majority who plan non-academic careers and another for the minority who plan for college and university, he stated.

To carry out this thesis, Admiral Rickover recommended that industry, in cooperation with educational foundations, set up 25 model academic secondary schools in centers across the U.S. The model schools would be free; an entrance examination would weed out those not qualified.

"These model schools should aim at a ratio of at least one teacher for every 20 pupils and would start with the fifth grade so as to have the pupils ready for college at 16." The admiral also recommended lengthening the number of school days per year, perhaps through voluntary summer courses.

It's a nation-wide trend!

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Berkeley, California	Tucson, Arizona
Boston, Massachusetts	Peoria, Illinois
Eau Claire, Wisconsin	Pinellas County, Florida
Hillsborough County, Fla.	Richmond, California
Kansas City, Missouri	San Mateo, California
Moline, Illinois	Vallejo, California
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Ask, and Ye Shall? The New York State Teachers Association has voted to ask the state legislature to establish a minimum starting pay for public school teachers of \$5000 a year and a minimum of \$10,000 for experienced teachers.

New Heights for Yonkers. Yonkers, N.Y., heavily criticized in the last two years for alleged inadequacies in its educational system, has moved to increase its 1957 school budget by \$1,267,742. A total of \$7,698,742 was designated to the board of education in the proposed 1957 budget.

Ring in the New. Because of a lack of demand, the two-year elementary education program for regular day students will be eliminated after September 1957 at the University of Omaha, Omaha, Neb.

Fewer Textbooks. According to the American Textbook Publishers Institute, the pupil attending school this year has 20 per cent fewer textbooks than did his counterpart 10 years ago.

How Do You Do, or Don't You? A survey of 43 suburban communities in Cook County, Illinois, revealed these

practices in welcoming new teachers: in 23 communities, the P.T.A. does the welcoming; nothing is done in 17 communities; among the others, four chambers of commerce, one welcome wagon, and one club for married teachers make some hospitable gesture.

The U. S. Picture. A 30 panel photographic exhibit depicting education in the U.S. is being prepared by Teachers College, Columbia University. The exhibit, to be shown in United States Information Agency centers abroad, covers the organization, traditions, problems and progress of education in this country.

Education for Labor. A new educational and research service for labor, established by Ohio State University, will provide educational opportunities for the million and a half organized workers in that state. The program will include on-campus institutes in cooperation with trade unions and the beginning of extension services in various Ohio communities, as well as research projects.

Honor for Service. Citizens of Fulton, Mo., recently gathered to pay tribute to eight women, each of whom has taught in Fulton schools an average of 35 years. Gifts and special recognition from the city, the school board, the teachers association, and the petroleum industry highlighted ceremonies honoring the eight.

Bequest Into Building. A new Useful Arts Building, recent addition to school facilities in Pratt, Kan., bears the name of Walter Pedigo, Pratt pioneer, whose half-million dollar bequest made possible its construction. Mr. Pedigo, who received his high school diploma in 1897, was one of the first graduates of Pratt High School.

Saludos, Amigos. Ninety Puerto Rican teachers are currently spending one year in American universities, studying U.S. culture and history and the English language, under a program designed to improve the teaching of English in Puerto Rican schools. In the next five years some 1500 teachers are expected to take a year of U.S. study, Puerto Rican officials announced.

Loyalty in Illinois. The Illinois Supreme Court has upheld the legality of a loyalty oath for public school teachers. The law forbids the use of public funds to pay a teacher who refuses to swear that he or she is not knowingly a member of the Communist or other subversive party.

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Bright clear colors that only plastic materials can provide. Will not yellow!

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Yes, Gold Seal Vinylbest is the *all-purpose* tile! Just right for basement rooms, kitchens, corridors, laboratories, washrooms—all the "problem" areas in schools! It can be installed over, below, on or above-grade concrete, or over suspended wood. Vinylbest is *permanently* flexible... long wearing... highly resistant to acids, alkalis and cleaning solvents. See versatile Vinylbest at your Gold Seal Dealer, or write for further information: Customer Service Department, Congoleum-Nairn Inc., Gold Seal Floors and Walls, Kearny, N. J.

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Vol. 59, No. 1, January 1957

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ABOUT PEOPLE

CHANGES IN SUPERINTENDENCY

Ellis A. Jarvis, acting superintendent of Los Angeles city schools to superintendent there, succeeding the late Claude L. Reeves (see Deaths). Mr. Jarvis, now chief of the second largest school system in the country, first joined the Los Angeles schools as a teacher in 1924. He has served successively as supervisor of mathematics and science, junior high school vice principal, principal, assistant superintendent for all junior high schools, and deputy superintendent. Mr. Jarvis has announced the appointment of Louise W. Seyler as deputy superintendent for Los Angeles. Dr. Seyler was formerly associate superintendent in charge of the division of instructional services and has been teacher, principal, supervisor and assistant superintendent in the system.



Ellis A. Jarvis

Joe Hall to superintendent of Dade County, Miami, Fla., succeeding W. R. Thomas, who retires this month after 44 years with the Dade County system. Mr. Hall was first associated with Dade County Schools in 1948 as director of instruction; he served successively as assistant superintendent and associate superintendent there.



Joe Hall

Ellis B. Hyde, elementary principal at Danville, N.Y., to superintendent there.

Sigvald O. Aase to Boardman, Ore., from Benedict, Kan., succeeding Ray Anderson, who is now superintendent at Willamina, Ore.

Robert S. Ireland to Concord, Mass., from Auburn, Maine.

J. Howard Quick to the Riverdale Community School Unit District No. 100, Upper Rock Island County, Cordova, Ill. Mr. Quick was formerly principal at Melrose Park, Ill.

T. Joseph McCook to Springfield, Conn., from New Britain, Conn.

(Continued on Page 146)

THE CEILING: FORESTONE



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R. L. Elstrom Company, Salem
Johnson Acoustical & Supply Co., Portland
- PENNSYLVANIA**
Selby, Battersby & Company, Philadelphia
Standard Floor Company, Pittsburgh
- SOUTH CAROLINA**
Bonitz Insulation Co., Columbia
- TENNESSEE**
Alexander Marble & Tile Company, Memphis
Anning-Johnson Company, Knoxville
Nelson Baird Company, Inc., Nashville
- TEXAS**
Blue Diamond Company, Dallas
Builders Service Company, Fort Worth
Collins Roofing & Sheet Metal Company, Odessa
General Supply Company, Inc., Houston
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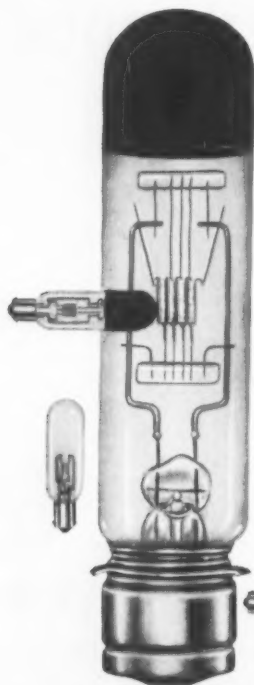
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GENERAL  ELECTRIC

(Continued From Page 142)

O. Lee Faulkner to assistant director of secondary instruction, Houston, Tex., from the position of superintendent at Naylor, Mo.

Joseph J. Pallone to Monessen, Pa., from the position of high school principal, Arnold, Pa.

Wayne Drexler to Dubuque County, Dubuque, Iowa, succeeding **Joseph Flynn**, who has retired after 41 years as county superintendent. Mr. Drexler was physical education director for Marshall and Lincoln schools, Dubuque.

Dwight Kirk to superintendent of the Ector County Independent School District, Odessa, Tex., from the position of director of secondary education there. Mr. Kirk succeeds the late **W. T. Barrett**.

A. Lowell Nelson to Blue Earth, Minn., from Cambridge, Minn., succeeding **Lee R. Pemberton**, superintendent for the last 34 years. Mr. Nelson will leave the Cambridge position July 1.

OTHER APPOINTMENTS

Harold S. Vincent to superintendent of public instruction for Ohio, at a salary of \$25,000 yearly. Dr. Vincent, who will assume his new duties in



Harold S. Vincent

July, is now superintendent in Milwaukee. He has also served as superintendent in Canton, Ohio, and held positions as teacher, principal, director of research, and assistant superintendent in Akron, Ohio.

Ralph E. Heiges to president of State Teachers College, Shippensburg, Pa., from the position of dean of instruction there.

Elmer S. Crowley to associate executive secretary of the Idaho Education Association. Mr. Crowley was formerly high school principal at Idaho Falls.

Carroll V. Newsom to president of New York University. Prior to his appointment, Dr. Newsom was executive vice president of the university.

H. E. Charles, assistant superintendent, El Paso, Tex., to superintendent there.

B. J. Chandler to associate professor in the school of education at Northwestern University, Evanston, Ill. Dr. Chandler was formerly a member of the faculty of the University of Vir-



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ginia; he has also served as executive secretary of the Virginia school board association.

Herbert G. Espy to specialist in state school administration for the U.S. Office of Education. A former state commissioner of education in Maine, Dr. Espy has been with the National Education Association as a project director since last March. He has also



Herbert G. Espy

taught at the University of Rochester and Western Reserve University and has served as president of New York State Teachers College, Geneseo.

Roy K. Wilson, assistant director of the press and radio division of the N.E.A., to acting director of the division, succeeding **Belmont Farley**, who retired December 1. Mr. Wilson also will continue as executive secretary of the National School Public Relations Association.

Samuel Shimp, principal at Uhrichsville, Ohio, to superintendent there, succeeding **Glenn W. Zeller**.

Irwin F. Coyle to administrative assistant to **Elmer Ellis**, president of the University of Missouri. Dr. Coyle has been director of certification and teacher education with the Missouri State Department of Education since 1947.

John I. Goodlad to professor in the department of education at the University of Chicago. Dr. Goodlad was formerly professor of education and director of the division of teacher education for Emory University and Agnes Scott College, Atlanta, Ga.

Eric F. Rhodes to consultant on teacher salary schedules for the National Education Association from the position of executive secretary of the Montgomery County Education Association, Maryland.

William O. Penrose, dean of the school of education at the University of Delaware, will attend the Institute of Social Studies at The Hague in The Netherlands and conduct research on higher education there, during a year's leave of absence from his Delaware position.

RETIRED

Paul R. Baird, superintendent at Ludlow, Mass., for the last 25 years.

DIED

Claude L. Reeves, 62, superintendent of Los Angeles city schools. Mr. Reeves joined the city school system in 1925, and served as high school principal before becoming assistant superintendent in charge of the high school division in 1929. He took over the superintendency in September 1954. At the time of his death he was one of the nation's highest paid educators, under a contract of \$30,300 a year.

Willard P. Barker, 47, superintendent at Athens, Ohio, since 1949.

Clarence E. Miller, 59, superintendent at Westmont, Ill., for the last 25 years.

James Harvey Shaw, 60, supervisor of schools, Cleveland County, Rison, Ark.

Mary M. Fitz-Gerald, 96, retired deputy superintendent, San Francisco. Mrs. Fitz-Gerald served in the San Francisco system for 43 years and was the only person ever to receive the honorary title of deputy superintendent emeritus from the board of education there.

Richard J. Bailey, 49, superintendent in the Second Westchester Supervisory District, Ardsley, N.Y.

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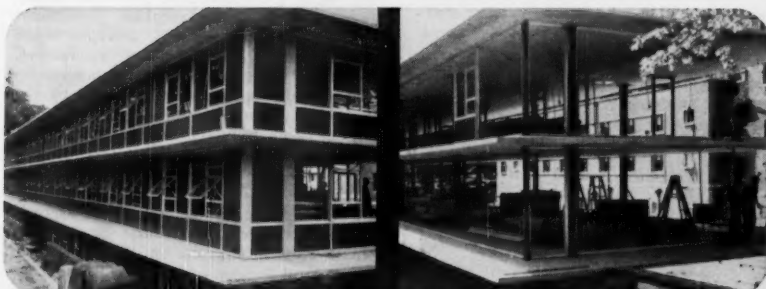
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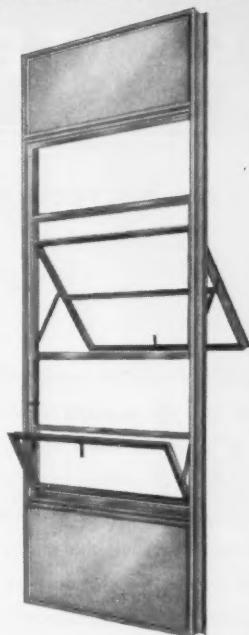
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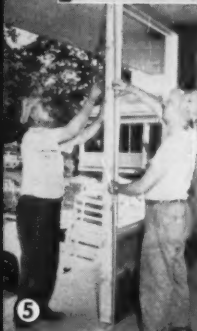
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window-panel —
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THE BOOKSHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Administering Curriculum Planning. By Edward A. Krug, University of Wisconsin; Chester D. Babcock, Seattle public schools; John Guy Fowlkes, University of Wisconsin, and H. T. James, University of Chicago. Harper and Bros., 49 East 33d St., New York 16. Pp. 324. \$4.

Human Relations in School Administration. By Daniel E. Griffiths, Teachers College, Columbia University. Appleton-Century-Crofts, Inc., 35 W. 32d St., New York 1. Pp. 458. \$5.50.

Improving Competence in Educational Administration. By Orin B. Graft, Uni-

versity of Tennessee, and Calvin M. Street, Memphis State College. Harper and Bros., 49 E. 33d St., New York 16. Pp. 301. \$4.

AUDIO-VISUAL

The Audio-Visual Equipment Directory. Third edition. Edited by Robert J. Schmidt, N.A.V.A. director of services; Henry C. Ruark Jr., audio-visual center, Indiana University, associate editor. National Audio-Visual Association, Inc., Fairfax, Va. Pp. 197. \$4.25, or \$3.75 for payment with order.

Television's Impact on American Culture. Edited by William Y. Elliot, Harvard University. Michigan State University Press, East Lansing. Pp. 352. \$4.95.

Television in Our Schools. Bulletin 1952. No. 16; revised, 1956. By Franklin Dunham, chief, educational uses of radio-TV; and Ronald R. Lowdermilk, radio-TV education specialist, U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 38. 20 cents.

BUSINESS ADMINISTRATION

A Guide to School Business Services. Fifteen chapters discuss purchasing, personnel, fund accounting, cafeteria activity, student organizations, attendance accounting, pupil transportation, elections, insurance, school building program, permanent property records, custodial services, board policies and administrative procedures, governing board meetings, and procedures and controls check lists. Published by the services division, office of the superintendent of schools, San Diego County, 209 Civic Center, San Diego, Calif. Pp. 178. \$3.

CURRICULUM

The English Language Arts in the Secondary School. Prepared by the Commission on the English Curriculum of the National Council of Teachers of English. Appleton-Century-Crofts, Inc., 35 W. 32d St., New York 1. Pp. 488. \$4.

The Unit in Curriculum Development and Instruction. New York: Bureau of Curriculum Research Report. Publications Office, New York City Board of Education, 110 Livingston St., Brooklyn 1. Pp. 32. 15 cents.

CIVIL DEFENSE

Education for National Survival. A handbook on civil defense for schools. Prepared by the Civil Defense Education Project, U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 88. 65 cents.

FINANCE

Federal Funds for Education, 1954-55 and 1955-56. By Clayton D. Hutchins, chief, school finance section; Albert R. Munse, and Edna D. Booher, U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 163. 60 cents.

Unanswered Question in the Report of the Committee for the White House Conference on Education. By N.E.A. Legislative Commission. Division of Legislation and Federal Relations, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 20.

HIGHER EDUCATION


Current Issues in Higher Education, 1956. Resources for Higher Education. Edited by G. Kerry Smith, executive secretary and conference director, Association for Higher Education. Association for Higher Education, N.E.A., 1201 16th St. N.W., Washington 6, D.C. Pp. 363. \$4.

Lovejoy's College Guide. Revised edition. By Clarence E. Lovejoy. Simon and Schuster, 630 5th Ave., New York 20. Pp. 267. \$3.95, cloth. \$1.95, paper.

The Strength to Meet Our National Need. A Report to the President's Committee on Education Beyond the High School. Prepared by the American Council on Education; editor, Charles G. Dobbins, staff associate. American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D.C. Pp. 126. \$1.50.

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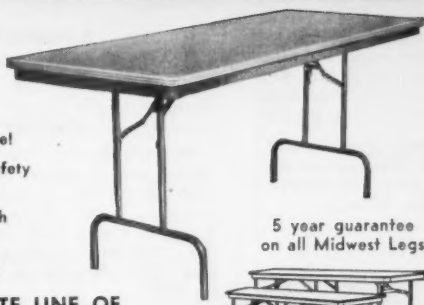
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level. By Fred F. Beach, chief, state school administration; Ralph M. Dunbar, chief, service to libraries, and Robert F. Will, research assistant, state school administration, U.S. Office of Education, U.S. Govt. Prtg. Off. Washington 25, D.C. Pp. 85. 55 cents.

PUBLIC RELATIONS

Person to Person. The classroom teacher's public relations. National School Public Relations Association, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 48. Single copy, 75 cents.

RELIGION IN EDUCATION

The Public Schools, Religion and Values. A series of addresses on the teaching of moral and spiritual values in the public schools. Bulletin of the Bureau of School Service (June 1956), College of Education,

University of Kentucky, Lexington. Pp. 51. \$1.

Religion in Education. An annotated bibliography compiled by Joseph Politella, Kent State University, Kent, Ohio. American Association of Colleges for Teacher Education, 11 Elm St., Oneonta, N.Y. Pp. 90. \$1.

READING

Bringing Children and Books Together. By Victor Burger, assistant superintendent; Theresa A. Cohen, curriculum assistant, and Paul Bisgaier, assistant principal, New York City schools. Library Club of America, Inc., 28 W. 44th St., New York 36. Pp. 133.

Improving Reading Instruction. By Donald D. Durrell, professor of education, Boston University. World Book Co., Yonkers-on-Hudson, N.Y. Pp. 402. \$4.25.

Reading. Bulletin No. 98. Edited by Margaret Rasmussen. Association for Childhood Education International, 1200 15th St., N.W., Washington 5, D.C. Pp. 32.

Reading in the High School. By Leo C. Fay, Indiana University. Department of Classroom Teachers, American Educational Research Association, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 33. 25 cents.

REFERENCES

Cram's World Atlas, 1st edition. George F. Cram Company, Inc., Indianapolis 7. Pp. 336.

STATISTICS

Statistics of City School Systems: Staff, Pupils, and Finances 1953-54, Chapter 3. Lester B. Herlihy, specialist in educational statistics, under the general direction of Emery M. Foster, head, reports and analysis unit, U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 153. 60 cents.

Statistics of Higher Education: Faculty, Students, and Degrees 1953-54. Biennial survey of education in the U.S., 1952-54. Prepared by Henry G. Badger and Mabel C. Rice, U.S. Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 142. 45 cents.

SURVEYS

Denver Looks at Its Schools. Highlights from the 1956 opinion survey of the Denver public schools. Conducted by Research Services, Inc., Denver. Kenneth E. Oberholtzer, supt. Pp. 26.

TEACHER EDUCATION

The American Association of Colleges for Teacher Education, Ninth Yearbook, 1956. Order from Edward C. Pomeroy, executive secretary, A.A.C.T.E., 11 Elm Street, Oneonta, N.Y. Pp. 207. \$2.50.

TESTS AND MEASUREMENTS

Measurement and Evaluation for the Secondary-School Teacher. By Georgia Sachs Adams, assistant professor of education, Los Angeles State College, and Theodore L. Torgerson, emeritus professor of education, University of Wisconsin. The Dryden Press, Inc., New York 19. Pp. 658. \$5.75.

A Description of the College Board Scholastic Aptitude Test. College Entrance Examination Board, c/o Educational Testing Service, P.O. Box 592, Princeton, N.J. Pp. 64. 50 cents.

A Description of the College Board Achievement Tests. College Entrance Examination Board, c/o Educational Testing Service, P.O. Box 592, Princeton, N.J. Pp. 136. 50 cents.

TRANSPORTATION

Pupil Transportation Responsibilities and Services of State Departments of Education. By E. Glenn Featherston, director, administration of state and local school systems, and Robert F. Will, research assistant, state school administration, Office of Education. U.S. Govt. Prtg. Off., Washington 25, D.C. Pp. 39. 35 cents.

VOCATIONAL EDUCATION

Report of the Study of Work Experience Programs in California High Schools and Junior Colleges. By Henry T. Tyler, special supervisor, vocational education, California State Department of Education. Bulletin of the California State Department of Education (July 1956), Sacramento. Pp. 147.



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COMING EVENTS

FEBRUARY

14-16. National School Boards Association, Inc., Atlantic City, N.J.

14-16. American Association of Colleges for Teacher Education, N.E.A., annual convention, Chicago.

15-20. American Association of School Administrators, Atlantic City, N.J.

16-20. National School Public Relations Association, N.E.A., midwinter meeting, Atlantic City, N.J.

18-20. American Educational Research Association, annual meeting, Atlantic City, N.J.

23-27. National Association of Secondary School Principals, N.E.A., 41st annual convention, Washington, D.C.

MARCH

3-6. Department of Audio-Visual Instruction, N.E.A., national convention, Washington, D.C.

4-6. Association for Higher Education, N.E.A., 12th annual conference, Chicago.

17-21. Association for Supervision and Curriculum Development, N.E.A., 12th annual conference, St. Louis.

20-23. National Science Teachers Association, N.E.A., national convention, Cleveland.

24-27. N.E.A. Department of Elementary School Principals, annual meeting, Cincinnati.

29-30. National Council of Teachers of Mathematics, N.E.A., 35th annual meeting, Philadelphia.

APRIL

4. N.E.A. Centennial Birthday Party.

10-12. American Sponsored Schools in Latin America, Inter-American Schools Service of the American Council on Education, 3d annual convention, Washington, D.C.

21-26. Association for Childhood Education International, study conference, Los Angeles.

23-26. National Catholic Educational Association, Milwaukee.

23-27. International Council for Exceptional Children, N.E.A., international conference, Pittsburgh.

JUNE

3-7. Southern States Work Conference, 18th annual meeting, Daytona Beach, Fla.

30-July 6. National Education Association, centennial convention, Philadelphia.

JULY

1-4. National School Public Relations Association, annual meeting, Philadelphia.

8-13. National School Public Relations Association, fourth annual seminar, New York.

OCTOBER

11-12. Department of Rural Education, N.E.A., annual meeting, Denver.

13-16. County and Rural Area Superintendents, 12th national conference, Denver.



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The long staple, triple-twisted two ply yarns used in McArthur Super-Gym and Super-Turk Gym Towels means greater strength without added weight for longer service and lower laundry costs. And this quality adds up to the lowest cost-per-use towels on the market. Extra values for your towel system McArthur's free towel repair service and the economical McArthur School Towel Plan. Write today . . . for complete information.

GEO. **McARTHUR** & SONS, INC.
BARABOO, WIS.

NEW YORK STATE REPRESENTATIVE: Vern Volland, 19 Fairchild Drive, Eggertsville 21, N.Y.

METALAB Laboratories



For SCHOOLS

The design and planning of rooms and equipment for new school projects is an important responsibility to school administrators and architects. It is also a challenge to get the most and the best for the funds expended. Let METALAB be your equipment specialist.

THE Modern TREND

Your METALAB laboratories will be as outstanding a part of your project as the building structure itself. This fireproof, corrosion-resistant, economical equipment is highly functional and completely safe—a permanent investment which enhances your entire institution.



METALAB EQUIPMENT COMPANY, Division of Norbute Corporation
256 Duffy Avenue, Hicksville, L. I., New York

Please send ☐ a copy of your new 180-p. Cat. 4B; ☐ condensed Educational Cat. EC-2

Name _____ Title _____

Institution _____

Address _____

City _____ Zone _____ State _____





AUTOMATICALLY SAFER!

CHEVROLET Chevrolet brings you the last word in modern power helpers for safer school bus transportation.

Power Brakes. Just a light pedal touch and that quick-stop situation is well under control. Power Brakes are standard on chassis models 6702, 6802, 8802 and 10802; optional at extra cost on smaller models.

Power Steering. Here's extra safety for sure! Less steering effort means less driver fatigue. Even with a full load, your bus is easier to

handle. Optional at extra cost on all models.

Powermatic. A 6-speed automatic drive that's ideal for high capacity school bus models. This extra-cost option is bristling with extra safety. And it makes the going so much easier, the stopping so much smoother!

All models comply with the most recent National School Bus Standards. Call your Chevrolet dealer for complete details and specifications. . . . Chevrolet Division of General Motors, Detroit 2, Michigan.

A CAPACITY FOR EVERY SCHOOL REQUIREMENT



10802—60 pupils



8802—60 pupils



6802—48 to 54 pupils



6702—42 to 48 pupils



4502—30 to 36 pupils



3802—16 to 20 pupils



3106—8-pass. carryall

NEW '57 CHEVROLET

FIRST WITH THE MOST MODERN FEATURES

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 174. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your request to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Portable Tape Recorder With Realistic Sound

The Bell & Howell portable tape recorder, Model 300-L, features the "Mira-



cle 2000" sound system for realistic sound reproduction. This is achieved by the placement of four speakers—one eight inch "woofer" on each side and two electrostatic "tweeters" in front. Each electrostatic speaker contains a thousand small apertures which act as miniature loud speakers.

Other features of the portable model include three separate motors to drive the capstan, and feed and take-up mechanism which improves sound fidelity and permits faster winding operations. The Bell & Howell Co., 7100 McCormick Rd., Chicago 45.

For more details circle #130 on mailing card.

Premix Dispensers Are Electrically Cooled

Available in three models, the S & S QuiKold Premix Dispensers are electrically cooled. The manually operated units are portable so that they can be used in cafeterias, lunchrooms, at concession stands at games and in any desired location. The compact dispensers are easy to operate and are available without serving shelf for installation on existing counters.

Units are equipped with $\frac{1}{3}$ h.p. high volume Copeland refrigeration unit and Heat-X-Changer beverage cooling unit for efficient operation, with a capacity of nine gallons per hour. Models include 8600 E-1 with one draft arm for single flavor; 8600 E-2 with two draft arms for two flavors, and 8600 E-3 with three draft arms for three flavors. S & S Products, Inc., Lima, Ohio.

For more details circle #131 on mailing card.

Two Serving Platters in Double-Tough Dinnerware

Two new serving platters have been added to the line of Corning Double-Tough Dinnerware. The platters measure $9\frac{1}{2}$ and $11\frac{1}{2}$ inches in outside diameter and are available in green and maroon band trim and with gray, coral, autumn and aqua sprayed borders. This brings the line of Corning tempered, heat-resistant dinnerware to 24 pieces. Corning Glass Works, Corning, N.Y.

For more details circle #132 on mailing card.

Gold Bronze and Cushions for Folding Chairs

Gold bronze, copper-tone and brushed chrome plated finishes are offered in the new line of B&LA Folding Chairs. Spring cushion, padded, plywood or steel seats give the line flexibility to answer every need in folding seating. The chairs are available in six decorator colors and are designed to serve the need for supplemental seating in auditoriums, assembly



halls, meeting rooms, study halls and other areas. They are sturdily constructed of high grade materials with quality workmanship and sound engineering principles. J. & J. Tool & Machine Co., 9505 S. Prairie Ave., Chicago 28.

For more details circle #133 on mailing card.

"Build-It-Yourself" Intercom System

Knight-Kit Two Station Intercom System serves as a valuable electronic teaching aid. The easy-to-install system consists of a master station, remote station and a 50-foot connecting cable. Only the master station need be connected to a power source of 110-120 volts AC or DC while the remote station can be located in any convenient spot. The kit is also supplied with all tubes and parts and easy-to-follow instructions. Allied Radio Corp., 100 N. Western Ave., Chicago 80.

For more details circle #134 on mailing card.

Overhead Door Closer Is Complete Control Unit

The redesigned Rixson concealed overhead type door closer is now a complete door control device. The compact design permits installations on modern, shallow head jambs. In the new unit a hydraulic resistance or back check starts to slow down or check the opening action of the door when it approaches 80 degrees. The door can be stopped at any one of four pre-determined factory-set positions.

A built-in door holder holds the door at any one of four positions when specified. The closing speed from open to approximately 15 degrees is regulated by one adjustment as the door closes and the latch speed from 15 degrees to closed position is regulated by another separate adjustment. The redesigned control is available in three sizes for center and butt hung installations. The Oscar C. Rixson Co., 9100 W. Belmont Ave., Franklin Park, Ill.

For more details circle #135 on mailing card.

Saw-Jointer Combination Features Additional Capacity

Designed to provide additional capacity in small shops, the new Delta Saw-Jointer combination features a nine-inch tilting arbor saw which will cut to a depth of $2\frac{1}{4}$ inches. This enables the operator to cut full two-inch stock at a 45 degree angle.

Other new features include a guarded safety switch which can be locked, raised tilt scale for easy reading and easily accessible controls. The unit operates on a $\frac{1}{4}$ h.p. motor and incorporates all the



time-tested features of Rockwell-built Delta saws. Rockwell Mfg. Co., Delta Power Tool Div., 462 Lexington Ave., Pittsburgh 8, Pa.

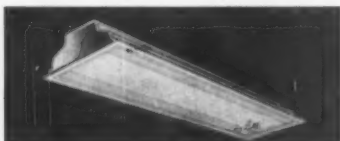
For more details circle #136 on mailing card.

(Continued on page 156)

What's New ...

Recessed Lighting Fits Most Ceiling Systems

Shallower 12 and 24-inch fixtures have been designed to be compatible with 63



different ceiling systems. The integrated Day-Brite recessed lighting is intended for acoustical ceilings using exposed runner, exposed panel, exposed grid, concealed mechanical, metal Tee-Bar suspension and conventional plaster ceilings.

Enclosures for the 12-inch fixtures include plastic Cleartex, egg-crate louver, or low-brightness Controlens with translucent plastic and egg-crate louver or glass available for the 24-inch fixtures. Day-Brite Lighting, Inc., 5411 Bulwer Ave., St. Louis 7, Mo.

For more details circle #137 on mailing card.

Fresh Lemonade Now Available in Cartons

After careful research in a test market, fresh Sunkist orange and lemonade are now being made available nationally to schools through local dairies. The fresh frozen juices of oranges and lemons are

delivered to carefully selected dairies with the facilities for making up the fresh orange juice drink and fresh lemonade under sanitary conditions. The resulting flavorful and nutritious beverages are offered in half pint paper containers similar to those used for milk. Pupils may thus have the fresh fruit drinks readily available through the school cafeteria or vending machines.

Dairies licensed to use the Sunkist name and product are carefully selected and part of the licensing agreement includes proper mixing, sanitation, freshness and care in handling. Sunkist Growers, Products Dept., 720 Sunkist St., Ontario, Calif.

For more details circle #138 on mailing card.

Automatic Switchboard for Limited Needs

Schools and other institutions requiring only three to ten private telephones will be interested in the new Model 1B10 Dial Telephone Switchboard. The completely equipped unit provides top quality intercommunication service and requires only the addition of the telephones to be placed in operation. It will provide normal intercommunication as well as special features. Telecom Inc., 1019 Admiral, Kansas City 6, Mo.

For more details circle #139 on mailing card.

(Continued on page 158)

Volume Control in Showermaster Unit

The new Showermaster Control unit has a built-in volume control and shutoff. Encased in a modern chrome panel, it is a complete, self-contained thermostatic control for individual showers. The built-in volume control saves water and the bi-metal Dura-trol thermostat automatically compensates for temperature and pressure changes in either the hot or cold water supply, ensuring against sudden changes. Safety stops limit the hot water temperature to 115 degrees F.

The Showermaster has only one moving part, which is self-cleaning, making



it simple to install and maintain. No special skill or tools are required for servicing. Leonard Valve Co., Cranston 7, R.I.

For more details circle #140 on mailing card.

*the
Spotlight's
on*

Griggs Auditorium SEATING

Topped by the Push-Back® Auditorium Chair shown here, Griggs offers the most complete line of auditorium seating made in America today. Write for fully-illustrated catalog.



GRIGGS

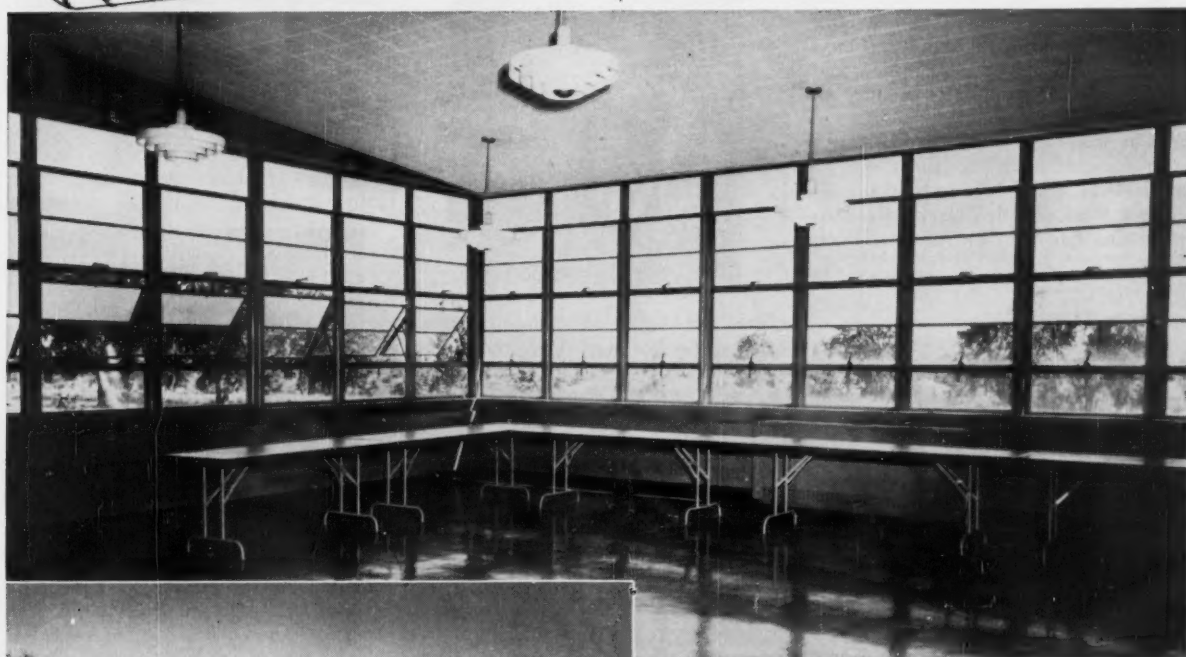
EQUIPMENT, INC.

Belton, Texas



Better Daylighting Brings Students Enjoyable "GLARE-FREE" School Days

Like a good scholar, Coolite is bright without being bothersome. Installed in the upper rows of sash in this Teacher's Laboratory, Eastern Montana College of Education, Coolite floods the interior with softly tinted daylight that is diffused deep into the room. Its eye-easy light eliminates shadows, makes all visual tasks easier.



Teacher's Laboratory Building, Eastern Montana College of Education, Billings, Montana.
J. G. Link & Company of Billings-Butte, Architects

Coolite Heat Absorbing glass permits maximum use of daylighting . . . Absorbs up to 50% of unwanted solar heat . . . helps keep interiors comfortable. Because of this quality, Coolite is commonly specified in south and west exposures.

Specify Coolite when you build or remodel and gain the best in daylighting plus increased efficiency and economy.

Translucent, light diffusing glass by Mississippi is available in a wide variety of patterns and surface finishes, all scientifically "visioneered" for better daylight illumination. Available from distributors of quality glass.



Send today for
free literature.
Address Dept. 15.



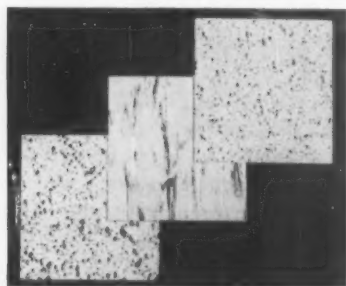
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NEW YORK • CHICAGO • FULLERTON, CALIFORNIA

WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

What's New ...

Additional Colors In Floor Tile

Three new numbers have been added to the Azphlex vinylized tile line. They

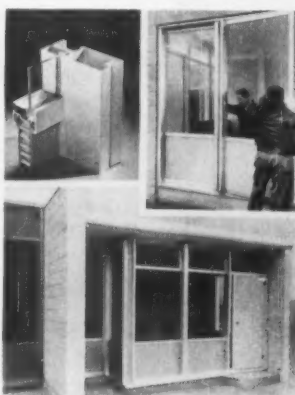


include Canyon Pink, P-721, a terrazzo tone design with salmon pink background; Fresco Green, P-722, a terrazzo tone with a green background, and Horizon Gray, P-736, a marble tone with light blue background with blue and silver-gray striations. All three are available in nine by nine inch sizes and 3/32 inch thickness with Horizon Gray also available in 1/8 and 3/16 inch thicknesses. Azrock Products Div., Uvalde Rock Asphalt Co., Box 531, San Antonio, Texas.

For more details circle #141 on mailing card.

curtain wall system known as Unit Wall. The system of modular components allows the creation of 2852 different design variations, using all sizes and types of components. Particularly well suited to the construction of one, two and three-story schools, the system employs ten standard prefabricated wall units.

Attractive appearance is achieved through the use of various finishes, such as colored porcelain enamel paneled areas, satin finish aluminum mullions and frames and other units. Erection is sim-



Curtain Wall System for One to Three Stories

Freedom of design at minimum cost is offered in the new modular exterior

plified and horizontal expansion and contraction provided for with the interlocking split-mullion design. Components include insulated panels, operable sash, fixed sash

and doors. Prefabricated wall units are available in various heights and widths, with or without sash. Kawneer Company, Niles, Mich.

For more details circle #142 on mailing card.

Relief Map of Europe Is Introduced

The latest addition to Denoyer-Geppert's classroom aids is the Relief Map of Europe. Constructed of heavy vinyl plastic, the map uses raised contours and international color schemes for showing elevations to point out the physical characteristics of Europe. Countries, major water features and selected cities are also included on the 48 by 34 inch map. Denoyer-Geppert Co., 5235 N. Ravenswood Ave., Chicago 40.

For more details circle #143 on mailing card.

Thermo-Fax Machine Copies Books and Papers

One of the new models of the Thermo-Fax copying machines is designed to copy material from books, magazines,



newspapers and other bulky units, as well as any other printed, written or typed material. The "Premier" machine has an 8 by 14 inch copy area. Copy paper is placed on the machine, then the book or other material to be copied is placed face down on top, the cover is lowered and a button pushed. When the copying cycle is completed, the light shuts off and the cover is raised automatically. The book, or other material, is removed and the copy is ready for immediate use. Minnesota Mining & Mfg. Co., 900 Fauquier Ave., St. Paul 6, Minn.

For more details circle #144 on mailing card.

ALLIED'S FAMOUS knight-kits

the best teaching aids for your ELECTRONIC TRAINING PROGRAM

USED BY HUNDREDS OF SCHOOLS, KNIGHT-KITS effectively translate classroom instruction into actual shop practice. KNIGHT-KIT manuals are marvels of clarity and simplicity. KNIGHT-KIT quality is unsurpassed. And KNIGHT-KITS are reasonably priced for school use.



knight-kit 10-IN-1 RADIO LAB KIT

Instructive, practical, interesting. Builds any one of 10 projects: broadcast receiver, amplifier, code practice oscillator, wireless "broadcaster," wireless phono oscillator, signal tracer, electronic timer or switch, 2 types of electronic relays. Students just change wiring for each project. With all parts, tubes and instruction manual. Shpg. wt., 10 lbs. Model 83 Y 265. Only \$12.65



knight-kit "RANGER II" AC-DC RADIO KIT

Popular 5-tube superhet radio receiver kit. Thousands now used in shop training; teaches practical radio construction. It's a commercial quality broadcast receiver when completed. Kit includes tubes, pre-formed chassis, speaker, loop antenna, all parts, hardware and "Step-and-Chek" instructions. 8 lbs. Model 83 Y 735. Only \$17.25



knight-kit 1000 OHM/VOLT VOM KIT

Low-cost 38-range VOM. Features 4 1/2" meter; 1% precision resistors. Ranges: AC, DC and output volts, 0-5000 in 7 ranges; Resistance, 0-1 meg. in 3 ranges; DC ma, 0-1 amp in 4 ranges; Decibels, -20 to +69. Black bakelite case, 6 1/2 x 5 1/4 x 4 3/4". Easy to assemble. With battery and test leads. 2 1/4 lbs. Model 83 Y 128. Only \$16.95



FREE 356-PAGE CATALOG

Send for the 1957 ALLIED Catalog. Lists dozens of other KNIGHT-KITS, including test instruments, amplifiers, student projects, etc. Features the world's largest stocks of Sound and Recording equipment, Lab instruments, Tools, Books, Tubes, Electronic parts. Write for FREE copy today.

ALLIED RADIO

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Chicago 80, Ill.

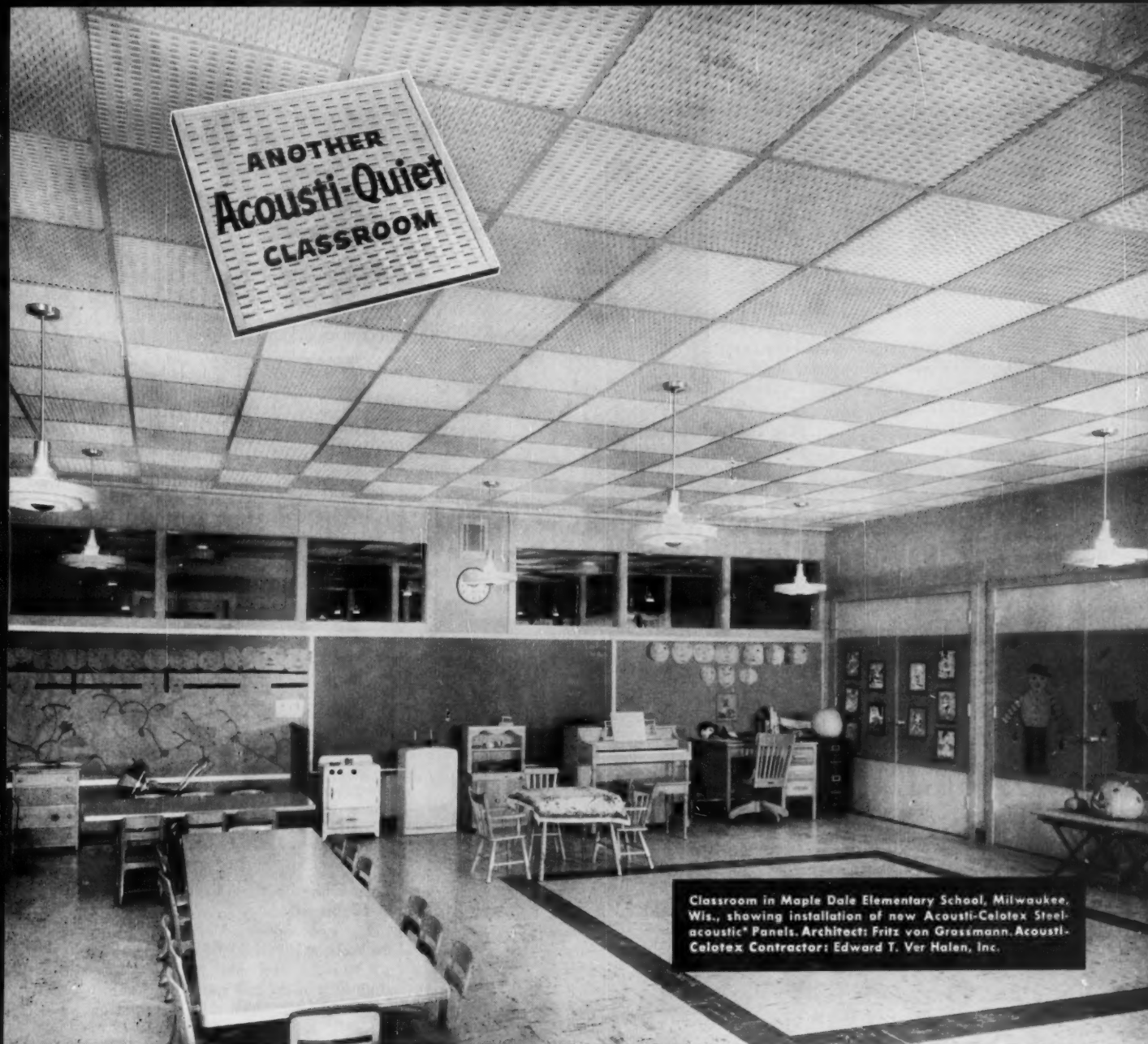
Specialists in Electronic Supply
for Schools

Papaya Nectar Base Offers Taste Variety

Variety can be added to the beverages available in the cafeteria or lunchroom with Papaya-Vita, a new papaya nectar base now available in quart cans for institutional use. The base, when diluted, makes one gallon of the tropical drink. The nectar is made from the natural juices and pulp of specially hybridized fruit. It is packed in cans, with no preservatives or coloring, and requires no refrigeration until mixed. Stevens Tropical Plantation, Okeechobee Rd., West Palm Beach, Fla.

For more details circle #145 on mailing card.

(Continued on page 160)



QUIET is Modern School Equipment

Proved in hundreds of schools: Efficiency and morale of students and faculty boosted by Acousti-Celotex Sound Conditioning installations! *Quiet comfort* takes over, aids the processes of both learning and teaching. Shown above is an incombustible suspended ceiling

with a permanent level of high sound absorption; economical to install, easy to maintain, and instantly removable for access to the area above the ceiling. **Mail Coupon Today** for a *free analysis* of your school's noise problem . . . plus free booklet.

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ACOUSTI-CELOTEX

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Sound Conditioning

Products to Meet Every Sound Conditioning Problem . . . Every Building Code—The Celotex Corporation, 120 S. LaSalle St., Chicago 3, Illinois • In Canada: Dominion Sound Equipments, Ltd., Montreal, Quebec

MAIL NOW!

The Celotex Corporation, Dept. M-17
120 South La Salle Street, Chicago 3, Illinois

Without cost or obligation, please send me the Acousti-Celotex Sound Conditioning Survey Chart and your booklet, "Sound Conditioning for Schools and Colleges."

Name Title

Institution

Address

City Zone State

What's New ...

Floor Machines for Heavy Duty Maintenance

The Tornado Series 90 heavy duty floor machines includes 14, 16 and 18 inch brush sizes to fill the individual need of any institution for heavy duty floor care. The series responds under the heaviest loads for scrubbing, stripping, polishing, steel wooling, sanding and ter-razzo grinding. Features of the new machines include dual switch controls at the handle, under-handle cable connection and self-retracting, non-marking neoprene wheels and vinyl bumpers around the edge of the housing to prevent scuff-

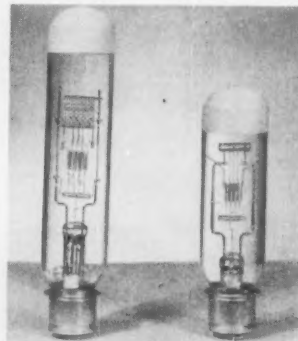


ing of equipment. Breuer Electric Mfg. Co., 5100 N. Ravenswood Ave., Chicago 40.

For more details circle #146 on mailing card.

Blue Top Projection Lamp for Increased Brightness

Greater screen brightness is offered with existing projection equipment when the new Westinghouse "Blue Top" T-12 1200-watt projection lamp is used. It is interchangeable with present 1000-watt



lamps and was originally designed for use by the armed services. The new light source has the same filament size as a 1000-watt lamp because of the extremely compact filament made possible by the development of new technics in drawing tungsten wire and an exclusive floating bridge filament construction. Westinghouse Electric Corp., Lamp Division, Bloomfield, N.J.

For more details circle #147 on mailing card.

School system cuts towel costs 29% with Mosinee Turn-Towls



A school system in Michigan* with an enrollment of 1200 switched to Turn-Towls after using a towel of ordinary quality.

The cost of service per school year with the previous towel service was \$616. Combining Turn-Towl drying qualities and the controlled dispensing feature of the Turn-Towl cabinet reduced the annual cost of the service to \$436.

Improve your washroom facilities — and save money, too — with Mosinee Turn-Towl service. Write today for the name of your nearest Mosinee Towel Distributor.

*Name on request



Tray Dispenser Is Mobile Unit

The new AMF Lowerator Dispenser for trays is a mobile floor type unit of all stainless steel construction. Proper alignment of the tray stack is maintained by two guides which also prevent trays

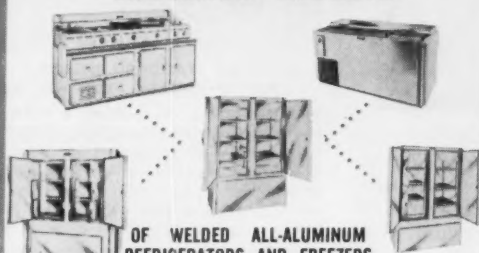


from shifting. Up to 150 trays can be stored and dispensed at service level in the new mobile unit. The Lowerator Tray Dispenser has a push-pull handle and all-swivel, rubber tired casters for easy handling. American Machine & Foundry Co., 261 Madison Ave., New York 16.

For more details circle #148 on mailing card.

(Continued on page 162)

FOSTER builds over 200 Matched Models



OF WELDED ALL-ALUMINUM
REFRIGERATORS AND FREEZERS
especially designed for modern food
service dependability, 24 hours a
day — year after year.

One Line One Price One Quality
FREE LITERATURE ON REQUEST



ORIGINATOR AND OLDEST CONTINUOUS MANUFACTURER OF
REFRIGERATORS AND FREEZERS
Designed and engineered for heavy duty performance
Foster Refrigerator Corp. Hudson, N. Y.



TUBULAR
STEEL
FOLDING
CHAIR

NUMBER 76 CHAIR

STRENGTH, DESIGN, FOR YOUR BEST BUY

This handsome public seating chair is built for heavy service. Number 76 retains its quality appearance under most severe service conditions. Low maintenance costs and exceptional beauty make No. 76 your best public seating buy.

Hampden

SPECIALTY PRODUCTS, INC.
EASTHAMPTON - MASSACHUSETTS

Write Department 1A
for illustrated brochure
of complete line



Does your school have

QUIET HALLS?

Between-class clamor? Port Washington, Wis., solved this problem in its new \$2,000,000 elementary and high school. Gold Bond Random Pattern Acoustifibre sound-conditions the halls as well as classrooms and gym. Both teachers' nerves and students' grades benefit—and it was economical.

Up to 75% of sounds striking an Acoustifibre ceiling are "swallowed up" by hundreds of cleanly-drilled perforations in each tile. Acoustifibre's attractive white surface assures high light reflection, too.

A special Fire Resistant Intumescent paint on each sound-absorbing Acoustifibre® tile adds an important safety factor for your school interior. Made to meet Federal Specification SS-A-118b, FRI paint foams under heat, forms a thick coating that prevents flame-spread.

For expert acoustical service call your Gold Bond Acoustical Contractor. He's listed in the Yellow Pages under "Acoustical Contractors."

For the full School Sound Story by Gold Bond®, write for new booklet, "Quiet and Education." Dept. NS-17, National Gypsum Co., Buffalo 2, N. Y.

**ACOUSTICAL
CEILINGS**

Gold Bond
BUILDING PRODUCTS

FLAGS FOR SCHOOLS



FOR ECONOMY BUY THE BEST—BUY DETTRA

Famous "BULLDOG" U. S., State, and School Flags for Outdoors
Beautiful, lustrous "GLORY-GLOSS" U. S., State, School and College flags for parade and indoor use — (Complete outfits available with Pole, Ornament,* Carrying Belt and Stand*)

Economical U. S. "AMERIGLOSS" printed flags for schoolrooms
Long-lasting "DURA-LITE" Nylon flags and Outfits for Parade and platform use

Christian, Papal and Zion Flags

*Ornaments and Stands have durable Jewelers Golden Finish

New DETCO PROCESS State Flags printed in full color — sun and rain fast — very economical

ASK ABOUT DETTRA'S MOVIE "OUR U. S. FLAG" The Freedom Foundation Award winning 16 mm color sound film . . . the ideal way to tell the story of our flag.

For complete information and descriptive literature about our flag products and film, call your Local Dettra Dealer or write direct to — Dept. N



DETTRA FLAG CO., INC.

Oaks, Pennsylvania

Flagmaker to the Nation
for more than 50 years

What's New . . .

Storage Cabinets Designed for Upper Grades

The general storage cabinet, cubicle storage cabinet and the cabinet sink in the Brunswick line of "2200 Series"



cabinets have been introduced in 35 and 37 inch heights to accommodate students in upper elementary and junior and senior high schools. The new heights, plus the protective melamine plastic finish, make them ideal for laboratory work.

The new units have the same construction advantages of other cabinets in the Brunswick line and come in sage gray with optional sliding doors in a choice of blue, yellow or coral. The Brunswick-Balke-Collender Co., 625 S. Wabash, Chicago 5.

For more details circle #149 on mailing card.

Optical Instrument Tests Student Vision

A new Bausch and Lomb optical instrument to test student vision requires no special knowledge to operate. Called



the School Ortho-Rater, the instrument is a table-top device which may be set up anywhere in the school. The complete battery of tests can be administered in from one to one and one-half minutes.

The student sits before the Ortho-Rater and repeats orally what he sees on a series of illuminated slides within the instrument. No reading ability is required, making the instrument available for children who have not yet learned the alphabet. Optically produced test distances remain the same at all times and the glass covered metal bound slides do not fade through use or frequency of handling. Bausch & Lomb Optical Co., 635 St. Paul St., Rochester 2, N.Y.

For more details circle #150 on mailing card.

(Continued on page 164)

. . . for the large library



THE STANDARD DELUXE FILMSTRIP LIBRARY PLAN NO. 360D

• Smart and good-looking • 4 drawers, each holding 90 filmstrips. 360 in all. Equipped with extension arms so drawers open and close easily. • Extra strong all-steel cabinet in beautiful silver-gray hammerloid. • Individual key-numbered compartments. • As your film library grows, you lock-stack additional units of the No. 360D. • Great for large and growing filmstrip libraries. • Drawers can be converted to 2" x 2" slide filing. • Measures 10 3/4" high, 16" deep, 19 1/2" wide. • Proving more popular daily **\$47.90**

Many other larger and smaller filmstrip library plans also available

SEE YOUR VISUAL EDUCATION
OR SCHOOL SUPPLY DEALER

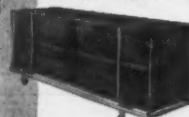
JACK C. COFFEY CO.
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monroe FOLDING BANQUET TABLES

Direct Prices & Discounts to
Schools, Churches,
Clubs, Lodges and
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ON REQUEST

TRUCKS FOR FOLDING TABLES



Monroe TS (transport - storage) Trucks make handling and storing of Folding Tables easy and quick. Combination offers.

STEEL FOLDING CHAIRS



Monroe Steel Folding Chairs in attractive range of styles, sizes and prices. Excel in comfort, easy handling and durability. Also full line of non-folding chairs, desks and combinations for classroom, cafeteria and church school use.

PORTABLE PARTITIONS



Monroe's new movable partitions change idle space into useful areas. Smooth Masonite panels, tubular steel frames, Swivel pedestals, casters or glides.

THE Monroe COMPANY
76 Church St. Colfax, Iowa

PEEL YOUR WAY TO HIGHER PROFITS

with an AUTOMATIC

Univex

VEGETABLE PEELER

only **\$160.00**

Yes! Cut your peeling costs and save \$3 per 100 lbs. Speed up your service... increase the number of meals you serve! You'll have more profitable meals — install a sensational UNIVEX Vegetable Peeler!

Price Slightly Higher in West

MODEL G

Look at these exclusive UNIVEX features... found on no other peeler at this popular price: Portable... just plug in! Stainless steel construction! Peels 20 lbs. of deep root vegetables in ONE MINUTE! Peelings flow down DRAIN! Automatically timed... set it — forget it! Peeling disk unconditionally guaranteed 2 years!



THE VERY BEST BUY IN AUTOMATIC PEELERS! UNIVEX FLOOR MODEL

GP only

\$260.00

Permanent Installation... All Stainless Steel with Adjustable Legs and Discharge!

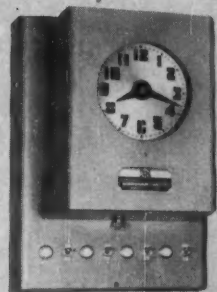
Speed your food processing and service... write —

UNIVERSAL INDUSTRIES

378 Mystic Ave., Somerville 45, Mass.

- fully automatic
- trouble free
- low cost

Montgomery Program Clocks operate all classroom schedules automatically!



ONE & TWO CIRCUIT

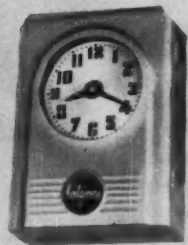
Activates 1 or 2 circuits on pre-arranged schedules. 12 or 24 hour models. Signals from 2 to 25 seconds duration. Automatic calendar switch. Set by turning clock hands; perfect synchronization. Push buttons do not disturb automatic operation. Easily installed in new or existing signal systems.

Montgomery

SYNCHRONOUS PROGRAM CLOCKS

NEW! MULTI-CIRCUIT

Operates up to 5 separate schedules on 1 to 5 groups of signals. 12 or 24 hour models. Signals from 2 to 25 seconds duration. Calendar switch regulates operation. Program mechanism and clock movements perfectly synchronized; set simply by turning clock hands. Use pushbuttons without disturbing automatic operation.



MONTGOMERY MFG. CO.
OWENSVILLE, INDIANA

SEE YOUR SCHOOL SUPPLY DISTRIBUTOR OR WRITE FOR DETAILED INFORMATION

Check this modern chair!

...and know why
Krueger's Series 100
gives you
better performance
at lower cost!



FOR SIZE, COMFORT AND

SERVICE THIS CHAIR MEETS ALL REQUIREMENTS

One of the most comfortable folding chairs of all—and certainly the best value per dollar expenditure! Strong, rigid and durable, its electrically seam-welded tubular steel frame is specially designed and constructed to provide many years of the hardest kind of usage. Unusually safe, too, there are no sharp edges, corners or exposed mechanisms to pinch the occupant or tear one's clothing — no danger of chair accidentally tipping if seated well forward or far back. Beautifully finished in Beige, Azure Grey or Saunders Green baked-on enamel. Steel or wood veneer seats. Write for new special, detailed brochure.

HEAVY GAUGE TUBULAR FRAMES

Note reinforcing at seat pivot points with 6" vertical frame strengtheners for stronger support — more rigid bearing points to secure seat pivot rod — prevent frame spreading.

LARGER, ROOMIER SEATS

Choice of contour shaped and drawn one-piece steel seat 15½" wide by 16" deep or two-way contour shaped wood veneer seat with sloping forward edge for maximum comfort.

SIMPLIFIED, QUIET CLOSING

A light push downward on the backrest and chair opens—an upward lift and it closes. No other chair operates so easily, so smoothly! Folds flat to double frame thickness.



Demountable CHAIR TRUCKS

Four standard sizes hold both X-type channel or Y-type tubular chairs — upright or horizontal. Regular or under-stage models. Demountable ends and exclusive chan-angle frames permit stacking empty trucks one on other.

Write

For new, complete line catalog No. 600 as well as brochure 100.

KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

What's New ...

Individual Desk for All Classroom Needs

The new Model 1000 Individual Desk is designed to fill all classroom needs.



The base is ruggedly constructed of welded tubing in an integral unit. The 18 by 30 inch top is available in 7-ply plywood, birch plastic or green linen plastic finish. Glides are of rubber cushioned, case hardened steel and the desk is adaptable in height from 21 to 30 inches. The steel book box is 9 3/4 inches wide, 16 inches high and 14 1/8 inches deep with one small shelf. **Globe Mfg. & Seating Co., 1722 N. E. Third Ave., Amarillo, Texas.**

For more details circle #151 on mailing card.

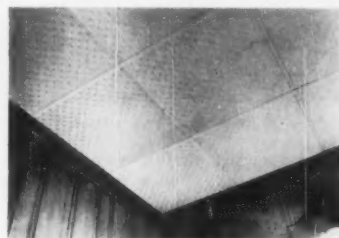
W. Masury and Son, Inc. The result of study and research is a new traffic control color to be used for signaling motorists only in school zones. Designed specifically for the purpose, the new color is named "School Zone Warning Pure Pink."

The reddish-pink paint of brilliant intensity has about the same color value as standard traffic yellow with reflectivity and visibility about the same as traffic white or yellow. It has been specifically developed with the suggestion that surrounding and through school zones the standard white or yellow traffic paints be replaced with the new brilliant Warning Pink to make drivers immediately conscious of the school zone. The manufacturer is presenting the new color, which is new in pigmentation and formulation for absolute color retention, to the attention of Highway Departments of the nation with the thought that within a reasonable length of time the new color may be nationally adopted for school traffic control markings. **John W. Masury & Son, Inc., 1700 Bayard St., Baltimore 30, Md.**

For more details circle #152 on mailing card.

selected sound absorbing element. It is low in cost, incombustible, has high acoustical value and is decorative. The pre-selected sound absorbing element is permanently bonded to the aluminum and the embossed pattern of the face has openings slanted in depth. The flat aluminum surface of Hansotex is finished in glare-free baked enamel for easy maintenance.

Installation is inexpensive, as the two by two foot units are simply placed on exposed Tee-runners or Z-runners. They are removable for easy access to the plenum. They can be adjusted any time after installation to fit changing layouts and modified utilities and will accommodate to most types of lighting, air conditioning and partitioning. Hanso-



Special Color Developed for Traffic Control

The problem of traffic control in school zones has been carefully studied by John

Acoustical Units Have Aluminum Face

Hansotex is a new acoustical ceiling treatment with aluminum face and pre-

tex is moisture, rot, fungus, mildew and termite-proof, according to the report. **Elof Hansson, Inc., Acoustical Div., 711 Third Ave., New York 17.**

For more details circle #153 on mailing card.

(Continued on page 166)

Now you can get MAINTENANCE-FREE bleachers ... at no extra cost



They're GALVANIZED!

With an Arrow Bleacher installation, you can say "Goodbye" to the costs and chores of maintaining your outdoor bleachers. Arrow Bleachers are the only bleachers that are *dichromate galvanized*—chemically processed with a smooth, long-lasting protective coating on all structural steel members. This virtually eliminates rust and the nuisance of costly periodic painting. Arrow Bleachers feature 24-inch leg spacing, assuring you maximum in seating capacity. They are designed to conform to rigid safety requirements using only channel and angle construction. Planning a bleacher installation? Specify Arrow Bleachers.

ARROW BLEACHER COMPANY Zelienople, Pa.

Division of UNIVERSAL MANUFACTURING CORP.
World's Largest Manufacturer of Steel-Panel Scaffolding

Split-Second SET-UP...

with RADIANT SCREENS

In just five seconds—yes, only *five* fleeting seconds—you can set up a portable Radiant Tripod Screen. This amazingly easy quick set-up is made possible by Radiant's convenient, no-stoop "touch of the toe" automatic leg lock and other Radiant design features. *AND, this is only one of many* Radiant advantages that have made Radiant the world's largest selling screens.

From the compact Jiffy to the **NEW WIDE** screens



There is a Radiant Screen for every projection need, from the Jiffy measuring only 30" x 30" to huge CinemaScope-type screens measuring up to 30 feet. This includes table, tripod, wall and wall-ceiling screens in a wide range of sizes. Send today for the new Radiant Screen Guide, which tells you how to select the type of screens that best fills your needs.

Send today for FREE booklet!

Available only from authorized Radiant audio-visual dealers

RADIANT MFG. CORPORATION

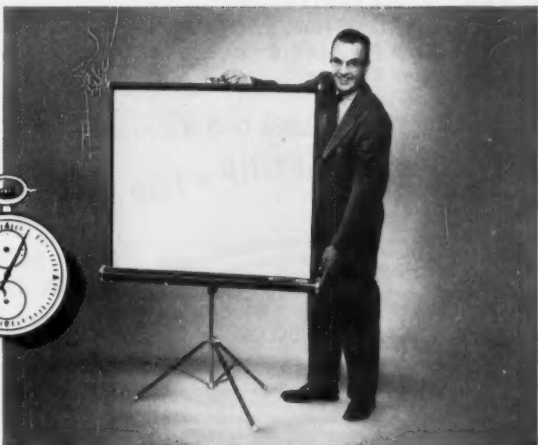
1208 SOUTH TALMAN AVE., CHICAGO 8, ILL.

Send me your FREE Screen Guide and circular on your complete line.

NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____



RADIANT

RADIANT MFG. CORPORATION

1208 South Talman Avenue, Chicago 8, Illinois

A SUBSIDIARY OF UNITED STATES
HOFFMAN MACHINERY CORPORATION

What's New ...

Microfilm Reader for Legal-Size Documents



The new "Examiner" microfilm reader is a large desk-top model designed for

easy viewing or quick photocopying of microfilmed legal-size documents. Large prints of the microfilmed material are easily made simply by direct projection of the film image onto photocopying paper. The viewing and printing screen is 14 by 14 inches in size. By use of interchangeable lenses it may be used to provide magnifications of 15 and 20 in one group, and 24, 30 and 42 magnifications in the other. It is designed for general use with aperture cards or jacket cards and occupies 17 by 17 inches of desk space. Filmsort Div., Dexter Folder Co., 50 S. Pearl St., Pearl River, N.Y.

For more details circle #154 on mailing card.

Wide Screen in Portable Tripod Style

The new Cinemaster is a portable tripod projection screen offering a picture area two and one-half times as wide as it is high. It measures a full 40 by 100 inches, yet can be handled by one man. The fine grain Hy-Flect glass beaded



fabric of the screen is kept taut and wrinkle-free in the sturdy metal case by a combination of a special roller lock and the Cinemaster functional tensioning lever. A convenient carrying handle facilitates handling. Radiant Mfg. Corp., 2627 W. Roosevelt Rd., Chicago 8.

For more details circle #155 on mailing card.



No other tables have as many "Extra Features" as

Mitchell
FOLD-O-LEG
tables

- ★ GREATER SEATING CAPACITY
- ★ MORE LEG COMFORT
- ★ UNEQUALED APPEARANCE, DURABILITY, STRENGTH
- ★ FINEST CONSTRUCTION, MATERIALS, FINISHES
- ★ BUILT FOR LONG SERVICE

The Strongest,
Handiest Folding
Table Made!

SMOOTH, SANITARY
TOPS of Masonite
Presdwood, Linoleum,
Fir or Birch Plywood,
Formica and Resilyte

TUBULAR STEEL FOLDING LEGS



FOLD UNDER FOR STORAGE

QUICK, EASY SET-UP ★ FOR CHANGING ROOM USES



1, 2, 3, 4 LEVEL BANDSTANDS

"U" shaped set-up for BANDS and ORCHESTRAS allow unobstructed vision of musicians, director and audience. Improve appearance, discipline and director control. Same units set-up in a straight line can be used as stepped-up audience seating risers.



1-LEVEL PLATFORMS, STAGES

For speakers, raised speakers tables, ceremonies, acts, style shows. Quick set-up or removal. Used in Schools, Colleges, Churches, Hotels, Clubs, Lodges. Each unit only 2 1/2" thick when folded. Store in small space.

USE THE SAME UNITS FOR
MANY DIFFERENT ARRANGEMENTS

ANY SIZE STAGE IN ANY
ROOM OR HALL, ANYTIME



Mitchell PORTABLE
FOLDING STANDS

- ★ Each unit a SAFE stand in itself
- ★ 4'x8'x3/4" Tops, 8" 16" 24" 32" heights
- ★ Strong, rigid TUBULAR STEEL LEGS

Write for Descriptive Folder

MITCHELL MFG. CO.
2734 S. 34th St. • Milwaukee 46, Wis.

MFRS. of MITCHELL FOLD-O-LEG TABLES, BAND AND CHORAL STANDS, SEATING RISERS

Compound Microscopes Offered in Microstar Series

The new Microstar line of compound microscopes features interchangeable and reversible inclined monocular, binocular and trinocular bodies. The stage and specimen can be focused to the objective by low-positioned coarse and fine adjustments while body tube height and eye level remain constant. Objective and specimen damage are eliminated through



the variable autofocus. Left-hand as well as right-hand mechanical stages are available. Greater ease of manipulation is assured by dual control adjustment knobs located in the substage zone.

Readily interchangeable parts extend the versatility of the Microstar series with a wide variety of models available to meet specific educational requirements. Even the simpler microscopes can be modified to meet more advanced requirements by the addition of interchangeable parts and accessory equipment. American Optical Co., Instrument Division, Buffalo 15, N.Y.

For more details circle #156 on mailing card.
(Continued on page 167)

What's New ...

Typist's Posture Chair Is Adjustable

The new Desks of America Typist Posture Chair, Model No. 48, has three positive handwheel adjustments to allow students of any stature to sit correctly and comfortably. The seat and back are



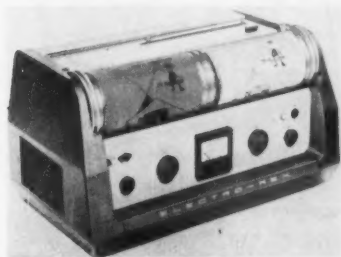
constructed of curved plywood for added comfort. Sturdy metal chair frames are available in any color to match existing equipment. **Desks of America, Inc., Bridgeport 6, Conn.**

For more details circle #157 on mailing card.

Electronic Stencil Cutter Reproduces Art Work

Stencils or plates can be made from practically any graphic material with the new Electro-Rex Electronic Stencil Cutter. Almost anything can be printed without the assistance of artist or printer with the new device, according to the report. Stencils of drawings, office forms, typed matter, original layouts, clippings or screened photographs are quickly produced, ready for reproduction.

The optical scanning system in the



Electro-Rex process picks up any images placed on the scanning side of the drum. These images are converted to high frequency currents and through electronic amplification are transferred to a cutting stylus on the reproduction side of the drum. An exact duplicate of the original is thus obtained on a plastic stencil or a plate, ready for immediate duplication of thousands of copies of high quality.

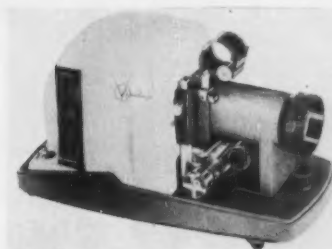
Scanning definition from 125 to 750 lines per inch and sensitivity variable over the entire tone scale from black to white assure high quality reproductions. **Rex-Rotary Distributing Corp., 387 Fourth Ave., New York 16.**

For more details circle #158 on mailing card.

Viewlex Projector Has High Fidelity Sight

High fidelity in sight is claimed for the new Viewlex V-500 projector. A combination of 35 mm filmstrip and two by two slide projector, the new unit has 500-watt fan cooled illumination contained in a completely light-tight housing. The special optical system multiplies the illumination for a brilliant image. The vertical mounted fan behind the lamp draws cold air over the film plane first, then past the condensers against the lamp and out the side grills. The automatic take-up reel eliminates threading.

The unit has an optical enlarging pointer. **Viewlex, Inc., 35-01 Queens Blvd., Long**



Island City 1, N.Y.

For more details circle #159 on mailing card.

FACTS!

3.14% LAMP BURNOUTS PER
YEAR WITH HAIRPINLINE
COLD CATHODE LAMPS.

32% BURNOUTS PER YEAR
WITH HOT CATHODE LAMPS.



"Any question as to
which type of lamp you
should have in your
school system?"

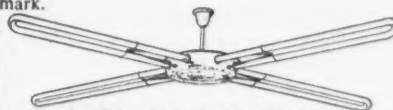
Of course not! Every school that is run on a sound business basis and where the students' eye comfort is important, is installing *HAIRPINLINE Cold Cathode light fixtures.

The burnout percentages, on the blackboard, are taken from actual records in a metropolitan school system. The monetary saving in new light tubes is considerable. This saving becomes even larger when a maintenance man's time is added to the lamp costs. Stop this useless waste of time and money. Install HAIRPINLINE Cold Cathode light fixtures in both new and old schools. Hairpinline cold cathode lamps are guaranteed for 3 years.

*Registered Trademark.

Get all the facts at our
booth in Atlantic City
Feb. 15-20.

• Booth No. 148



Available in both the "X" shaped
and straight line fixtures. Model
UX-480 shown above.

ILLUMINATING ENGINEERING CO.

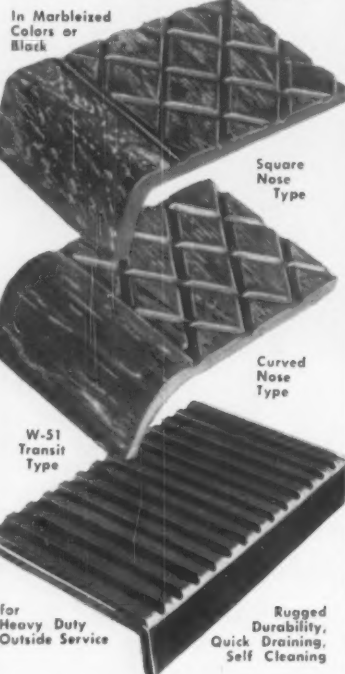
2347 E. NINE MILE RD., HAZEL PARK, MICH.

What's New ...

MAKE STEPS SAFE!

MELFLEX Molded Rubber STEP TREADS

Give Lasting SAFETY
with Colorful Beauty



All-black treads for extra heavy duty service are 1/4" thick ... Marbleized treads in green, blue, terra-cotta, brown, gray are 3/16" thick. Color is permanent regardless of wear. Can be matched with riser and landing coverings for decoration. Apply permanently with Melastic water-proof bonding cement to wood, concrete, metal, tile steps. Treads are supplied trimmed to fit your steps—no cutting or waste.

MELFLEX PRODUCTS CO., Inc.

C 410 S. Broadway, Akron 8, Ohio
Please send catalog and prices of Step Treads and other SAFETY products.

Name

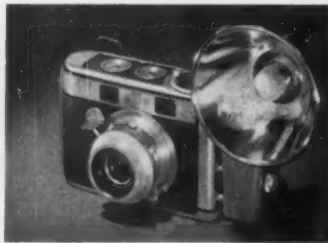
Firm

Street

City & State

Camera and Flashholder in Integrated Unit

A new 35 mm camera with flashholder as an integrated unit is offered in the



Kodak Signet 40 Camera. The versatile miniature camera is especially useful to schools for producing their own visual materials or photographic progress reports due to its simple operation. The two interchangeable flash reflectors deliver peak efficiency and the three-inch reflector gives high light distribution with M-2 bulbs, while the four-inch gives maximum light distribution with No. 5 or 25 bulbs.

An exposure guide for use with color or black-and-white film under existing daylight conditions is part of the camera and the guide for use of various combinations of flash lamps and films is part of the flashholder. The camera weighs just one pound and is equipped with Ektanon 46 mm f/3.5 precision lens, lumenized and color-corrected. Eastman Kodak Co., Rochester 4, N.Y.

For more details circle #160 on mailing card.

Institutional Packs for Three Jell-O Flavors

Black raspberry, black cherry and grape are the three new Jell-O flavors which are now available in institutional size packs. They bring to ten the number of Jell-O gelatin desserts now available in both 24 ounce and four and one-half pound boxes, 12 and 6 to the case, respectively. General Foods, White Plains, N.Y.

For more details circle #161 on mailing card.

Air Conditioning For Large Areas

Carrier has expanded and improved its line of heating and ventilating products for large area buildings, schools, auditoriums and gymnasiums. There will be 72 capacities and coil arrangements in six different model sizes. A new "forward curved" fan is featured in the line which results in quiet, efficient performance at low speed.

The units can be installed by wall or ceiling suspension or floor mounting and can be used with steam or hot water. The units work equally well with or without ducts. Carrier Corporation, 300 S. Geddes St., Syracuse 1, N.Y.

For more details circle #162 on mailing card.

(Continued on page 170)

CALIFONE
PHONOGRAPHS
ARE THE
BEST
IN THEIR
CLASS

REPORT CARD

Califone Phonographs are fast becoming a must in every classroom with its 15 models providing the three R's as a basis of a solid education.

- Reliable Performance
- Rigid Construction
- Rhythm Control

The
Califone
COSMOPOLITAN
(14V-7)



School Net Price \$139.50

featuring:

- CONTINUOUS VARIABLE SPEED
- STROBESELECTOR SPEED CONTROL
- VOLUME FOR UP TO 1500 PERSONS

Write DEPT. NS-5
Califone
CORPORATION

1041 NORTH SYCAMORE AVENUE
HOLLYWOOD 38, CALIFORNIA

Sparkling

PLASTIC and CHINA WARE
Without Film, Spots, or Stains

Klenzade HC-88 powdered mechanical dish-washing detergent is unsurpassed for mixed plastic and china tableware, and glasses. Special formulation exerts a safe yet powerful de-staining action, removes dulling film, restores sparkle and luster. Also excellent for cleaning coffee urns and steam jacketed kettles. Conditions water and prevents mineral deposits.

*The Perfect
Pair for
Perfect Dishes*

KLENZADE HC-88 AND MODEL "C" FEEDER



EXCELLENT RINSER

KEEPS MACHINES CLEAN

AND SWEET SMELLING

KLENZADE

Branch Offices Throughout America

KLENZADE PRODUCTS, INC.
BELOIT, WISCONSIN



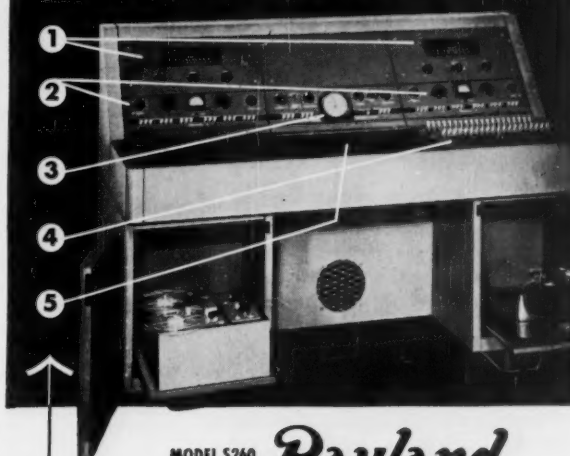
Trim Line

New simplicity of design achieves style, comfort and classroom efficiency with strength to pass the test of time.



WRITE FOR COMPLETE CATALOG OF TUBULAR STEEL FURNITURE
Patents are pending on all the pieces of the Heywood-Wakefield Trim Line design. Heywood-Wakefield, School Furniture Division, Gardner, Mass. and Menominee, Mich.

the ultimate in CENTRAL CONTROL ALL-FACILITY SCHOOL SOUND



MODEL S260

Rauland

Dual-Channel All-Program System PLUS Intercommunication

NOW, you can have the most complete program, distribution and operational facilities ever designed in a School Sound System. The RAULAND S260 Console, with facilities for up to 160 classrooms, simplifies administrative control, provides the most versatile distribution of microphone, radio, phonograph and recorder programs to enhance instruction, and offers simultaneous 2-way communication between any classroom and central control Console. Here, truly, is the ultimate in School Sound.

- 1 **FM-AM RADIOS:** Two (2) supplied. Selects for distribution to any or all rooms, any radio program on the complete FM band or the entire AM standard Broadcast Band.
- 2 **PROGRAM PANELS:** Two (2) supplied—selects any two of 6 microphones and mixes them as desired, or mixes one microphone with Radio, Room-Return or any one of 4 programs—Transcription Phono, Record Changer, Tape Recorder or Remote Line.
- 3 **MASTER CONTROL PANEL:** Provides 2-way conversation with any room. Includes one-operation Emergency Switch placing Console microphone instantly in contact with any or all room speakers. Also includes for 2 automatic Program Clock and Monitor Speaker controls.
- 4 **SWITCH PANEL:** Selects any or all rooms (available with up to 160 room capacity) for program distribution. Switches provide distribution for 2 programs, for intercommunication and for room-return.
- 5 **TRANSCRIPTION PLAYER:** Plays records of all sizes and speeds, including 16" transcriptions. Record Changer and/or Tape Recorder may also be used with facilities to distribute all three programs.

WRITE FOR FULL DETAILS

RAULAND-BORG CORPORATION

Rauland-Borg Corporation
3515-N West Addison St., Chicago 18, Ill.

Send full details on RAULAND School Sound Systems. We have
... classrooms; auditorium seats ...

Name Title

School

Address

City Zone State

What's New ...

Aluminum Window System Features Simple Construction

Simplicity of construction with economy in first cost and installation are



features of the new Geyser aluminum bar window system. Narrow muntins give a neat, trim appearance with flat, unornamented exterior surfaces for modern appearance and easy cleaning. The Geyser glazing system leaves no facing putty exposed.

Installation may be made from either the inside or the outside of the structure and permits random spacing of mounting holes in the structure for attachment of subframe.

The new Geyser Series 7 "Contemporary" design is available in any size to meet architectural requirements. Standard sizes range up to 12 feet six inches in height with mullion spacings of either three feet six inches or four feet. E. K. Geyser Co., 915 McArdle Roadway, Pittsburgh 3, Pa.

For more details circle #163 on mailing card.

Out-of-Sight Installation With Automatic Door Operator

The Stanley Hydro-Magic Door Operator is easily installed under door thresholds with no alterations in door frames or extensions under jambs as the operator is only four by seven by 25 1/4 inches. The smooth hydraulic operation speeds traffic flow and the rate with which the door opens and the time it stays open can be regulated. The unit can be used with the Magic Eye control, push plate, hardware controls or the Magic Carpet Control.

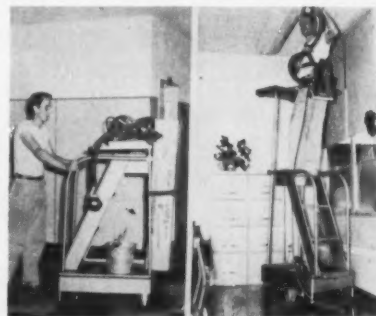
The Magic Carpet Control is now available in color with a complementary clip-on molding for attractive appearance of entrance-ways. The carpet controls are constructed of molded plastisol and come in blue, green, brown, and gray while the clip-on moldings are made of extruded aluminum alloy. The Stanley Works, New Britain, Conn.

For more details circle #164 on mailing card.

Mobile Ladder-Trucks for Overhead Maintenance

Two new models of the Safe-Lad mobile ladder-truck have been designed for the overhead maintenance needs of any institutional building. Model M-4, with overall height of 55 inches, handles the seven to 11-foot zone, while Model M-6 reaches up to the 14-foot level.

The Safe-Lad rolls all needed supplies on upper and lower work trays right to the work area for cleaning windows, blinds and upper wall spaces, and for the maintenance of lights. It can be rolled through all doorways and into regular elevators. Although completely mobile, the unit provides a firm platform. When the maintenance man steps on the first step, a set of casters automatically retract, lowering the unit onto skid-proof legs. A simple reset lever mobilizes the unit again. The upper work tray adjusts to a convenient and safe waist level and locks automatically. *A guard



rail provides protection and leaves both hands free. Both units are of all steel, arc welded for long service. Safe-Lad Mfg. Co., 1001 S. E. Morrison St., Portland 14, Oregon.

For more details circle #165 on mailing card.

Anticipating the Trend of the Future

THE NEW IRWIN No. 900 DESK
DESIGNED FOR JR. and SR. HIGH SCHOOLS, IS A
REAL PACE SETTER IN DESIGN, IN VALUE, IN USE

1. **LARGE TRAPEZOIDAL-SHAPED TOP**
designed for maximum writing area, provides good arm support and allows easy ingress and egress.
2. **POSTURE-FORM SEAT AND BACK REST**
induces student to sit upright;
provides greater comfort; reduces fatigue.
3. **LARGE BOOK RACK (OPTIONAL)**
provides visible, readily accessible storage space.
4. **REQUIRES MINIMUM FLOOR AREA,**
permits close spacing; more desks per room.
5. **WEIGHT EVENLY DISTRIBUTED,**
provides exceptional strength and stability.
6. **G-E TEXTOLITE TOPS — School DESK
PATTERN or SIMULATED BIRCH.**

Proven through years of test in actual use.

No other desk offers all these functional advantages. For further details concerning the CLASSMATE DESK and the complete line of IRWIN classroom and auditorium furniture . . .



Write for current
CATALOG

What's New ...

Electric Typewriter Has "Half Moon" Keys

Among the improved features on the new model Underwood "Golden Touch" electric typewriter are the half moon keys designed to protect finger nails. Reduced typing effort, due to the new cushioning device, is another feature of the new models. The "Golden Touch" Electric Typewriters have keyboard margin setting, multi-carbon dial, electric ribbon rewind and automatic carriage return. Underwood Corp., 1 Park Ave., New York 16.

For more details circle #166 on mailing card.

Models for Every Need in Dodge Bus Line

Dodge has introduced fifteen new conventional school bus chassis, a Power-Wagon for use on poor roads, and a Town Wagon station wagon truck in the "K" Series Dodge Truck line. New safety features which have been incorporated into the line include tubeless tires, a 12-volt ignition system for quick and sure starting and extra power for lighting, and a new circuit breaker switch which allows headlights to remain burn-



ing after shorts occur elsewhere. Air brakes and a brake booster are available on some models. Dodge Division, 7900 Jos. Campau Ave., Detroit 11, Mich.

For more details circle #167 on mailing card.

Portable Players for Instruction Use

Thirteen models in the new line of Newcomb phonographs and combination transcription player and public address system are included in the line for classroom instruction use. Built to the rugged specifications required for use by schools, all 13 units in the new line are completely portable and are enclosed in maroon and gray Fabrikoid cases with kickproof metal grills over speakers.

A new variable speed control is built into several models, providing variable tempo and pitch at each of three basic speed settings. The newly developed control permits any record to be slowed to the exact speed desired for any type of instruction, as in the case of records used in typing or dance classes. Newcomb Audio Products Co., 6824 Lexington Ave., Hollywood 38, Calif.

For more details circle #168 on mailing card.

Mobile Drawer Cabinet Has Nevamar Surfaces Throughout

Nevamar high pressure laminated surfaces are used on inside as well as outside surfaces of the No. D-3 Mobile Drawer



Cabinet to withstand the wear and tear of school use. Nevamar is an extra hard surfacing material with the beauty and warmth of selected woods and colors which needs no painting or refinishing. It resists stains, will not crack, craze or peel and may be wiped clean with a damp cloth.

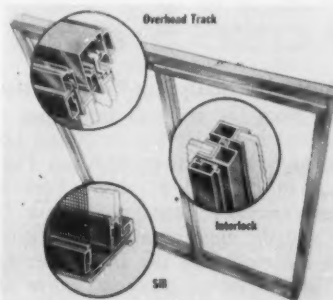
The cabinet rolls easily on four two-inch double rubber casters for use in any desired spot in the classroom. The cabinet is available in 26, 30 and 36 inch heights. National School Furniture Co., Odenton, Md.

For more details circle #169 on mailing card.

Sliding Glass Door for Any Weather

Engineered especially to give protection against any extreme of climate, the new Fleetlite aluminum sliding glass door will accommodate plate glass or standard or full inch Thermopane or Twin-dow insulating glass. The interlocking weatherstrip design and cushioning action create a positive seal when the door is closed, checking northern winds and snow and preventing air, water or wind-blown dirt and dust infiltration. The special design eliminates dirt traps thus reducing maintenance and cleaning chores.

The special overhead suspension assures silent, easy operation and effective



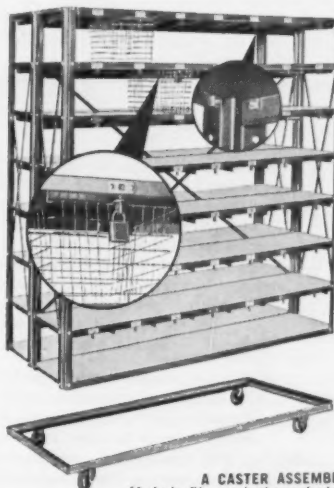
door sill weatherproofing. The new door is practical and functional and can be installed in practically any type of construction. Fleet of America, Inc., 2015 Walden Ave., Buffalo 25, N.Y.

For more details circle #170 on mailing card.

(Continued on page 172)

Any Size GYMNASIUM BASKET RACKS

WITH RECESSED HASPS



A CASTER ASSEMBLY
Made to fit any single or double
rack, may be added or removed at any time.

Insist on Neubauer Basket Racks for these exclusive features:

1. Rigid twin-post corners make the whole rack stronger,
2. Your choice of any size to fit odd baskets or limited space,
3. Easier assembly, hasps and dividers installed at the factory,
4. Recessed hasps can't snag clothing or cause injury, (Hasps omitted if desired) plus a choice of four popular baked enamel finishes, plated hardware, sturdy bracing, and other details of quality.

STORAGE SHELVING

with patented
twin-post corners



AND LIBRARY SHELVING



with beautifully finished end panels, can be furnished in any size to fit your room dimensions. Baked enamel colors are green, grey, tan and beige.

*No extra charge

You don't pay a premium for odd sizes when you buy Neubauer racks and shelving.

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Neubauer
MANUFACTURING CO.
527 LOWRY AVENUE N.E.
MINNEAPOLIS 18, MINN.

What's New ...



A quarter century ago

A quarter century ago we knew that "cheap" mats were no bargain. So, for the past 25 years we've been specializing in floor mats which meet every commercial, industrial, transportation, institutional and residential application—always holding to the belief that there are no substitutes for good materials and good workmanship.

Today we are the world's largest specialists in comfort matting which eliminates fatigue and increases efficiency; mats to keep dirt out, cleaning and redecorating costs down; safety matting that safeguards against falls and other accidents resulting from slipping; mats designed to modernize and beautify, mats for reducing breakage. If they were all laid end to end they'd make an attractive, safe, comfortable walkway from Portland, Maine, to Los Angeles, with one of our 200 trained matting engineers every 25 miles along the way.

Where unusual service demands put ordinary mats on the spot, American mats come through because they've got what it takes, yet they're relatively inexpensive.

A few of the popular products exclusively originated by American Mat include colored rubber link matting, sponge rubber runners, wood link matting, corded rubber floor tile, grease-resistant matting, colored rubber runners and mats, corded rubber link matting and vinyl link matting.

Send coupon now for a free catalog file.

AMERICAN MAT CORPORATION

"The Oldest Name In Floor Matting"

1717 Adams Street Toledo 2, Ohio
Please send free catalog sheets on
"A Mat For Every Purpose."

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FIRM _____

STREET _____

CITY & STATE _____

In Canada: American Mat Corp., Ltd.,
Windsor, Ontario

Literature and Services

• Mechanical folding, portable and permanent bleachers manufactured by Berlin Chapman Co., Bleacher Div., Berlin, Wis. are the subject of a new catalog. Information on chair stands, studio seating and backstops are also included, along with full construction details and specifications of all equipment.

For more details circle #171 on mailing card.

• Page Aluminized Fence is featured in Bulletin DH-16 which also includes a discussion on Page link fence and barbed wire. Prepared by Page Steel and Wire Div., American Chain & Cable Co., Inc., Monessen, Pa., the brochure illustrates the numerous applications and styles of aluminized fence.

For more details circle #172 on mailing card.

• Information on Wilton's Rapid Titan Woodworkers Visers and C-Clamps is contained in a general catalog supplement published by Wilton Tool Mfg. Co., Inc., Schiller Park, Ill. The supplement serves as a valuable clamping tool reference guide with illustrations, specifications and price information included.

For more details circle #173 on mailing card.

• "Wrought Iron Pipe for Modern Building" is the title of a 16 page booklet published by A. M. Byers Co., Clark Bldg., Pittsburgh 22, Pa. Information on wrought iron pipe, its composition and advantages, with sections on resistance to corrosion, fatigue and other engineering data are included. The booklet carries illustrations of schools, colleges and hospitals, as well as other institutions, with descriptive data on their use of iron pipe.

For more details circle #174 on mailing card.

• The Chart-Pak method of making organization and flow charts, graphs and office and department layouts, is discussed in a new 20-page catalog, "Visualization Made Easier," offered by Chart-Pak, Inc., 100 Lincoln Ave., Stamford, Conn. How the simplified system works and time is saved is discussed, with data on the new work flow and data processing symbols available.

For more details circle #175 on mailing card.

• Authentic Sculpture Reproductions made from the originals in various art museums in the United States and London are available from Museum Pieces Inc., 114 E. 32nd St., New York 16. These carefully done pieces have the feel and the appearance of the originals and are made for use in schools and colleges to permit students to see and handle sculpture which might otherwise be available to them only in pictures. Now available is Catalog No. 5 which pictures the art objects which have been reproduced, tells something about each, including price, and illustrates the procedure used in making the reproductions.

For more details circle #176 on mailing card.

CROW ELECTRI-KITS... the practical, low cost approach to "VISUAL EXPERIMENT" ELECTRICITY

Crow Electri-Kits make electricity easy to teach and exciting to learn. Each kit contains complete apparatus for performing a related series of fascinating experiments plus a coordinated work-manual. The teacher demonstrates... then the students work the experiments themselves. This "learn by doing" method maintains interest at a high level and enables students to grasp quickly the relationship of one principle to another.

There's a Crow Electri-Kit designed specifically for either teacher or student use in:

Basic Electricity • Basic Electronics
Electronic Tubes, Circuits and Devices
Rotating Electrical Machinery
Electro-Dynamics

For detailed bulletins write

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Division of Universal Scientific Co., Inc.
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192 Rooms, 96 with Kitchenettes

Boardwalk at Massachusetts Ave.

ATLANTIC CITY 4-0444

What's New ...

• The Norman Gas-Fired, Forced-Air Schoolroom Heating and Ventilating System is the subject of a new four-page folder published by Norman Products Co., 1150 Chesapeake Ave., Columbus 12, Ohio. Printed in three colors, the folder presents technical drawings of the Norman furnace and enclosure units, Util-i-Duct bookshelf sections and outside wall openings. A complete description of the Norman individual classroom package is presented in the folder.

For more details circle #177 on mailing card.

• A new quarterly publication, **The Hillyard Floor-O-Scope**, made its appearance with the Fall Issue 1956. Designed to provide helpful information to all of those concerned with the maintenance of floors of any type, the new pocket-size magazine will discuss common floor problems and recommend practical and economical solutions. The second issue, scheduled by the Hillyard Chemical Co., St. Joseph, Mo., to appear in January, 1957, will help to commemorate the company's fifty years of service to the field.

For more details circle #178 on mailing card.

• "Sectional Cafeteria Counters" is the title of a new catalog designed to demonstrate the flexibility of Southern cafeteria equipment. Offered by Southern Equipment Co., 4550 Gustine Ave., St. Louis 16, Mo., the two-color catalog shows the component parts of sectional counters and how they can be assembled to fill individual requirements.

For more details circle #179 on mailing card.

• "Equipment and Materials for Early Childhood Education" is the title of a 64 page catalog released by Creative Playthings, Inc., 5 University Place, New York 3. Descriptive information and photographs, some showing the material in use, are included on the many types of play equipment and supplies offered by the company.

For more details circle #180 on mailing card.

• "Where-to-Use Films" is a 12-page guide to more than 700 films available from Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill. The booklet catalogs the information into grade level and then lists appropriate films for every subject matter area. A short guide for the use of filmstrips is also included.

For more details circle #181 on mailing card.

• "Granite in the School" is the title of a new brochure on the applications of granite as a structural and ornamental stone for schools prepared by the Cold Spring Granite Co., Cold Spring, Minn. Architects drawings of entrances, copings, benches, lavatories, fountains and other structural features in granite are supplemented with a discussion of the advantages of each application and a section on costs, colors, sizes, and delivery.

For more details circle #182 on mailing card.

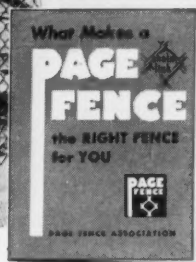
(Continued on page 174)

PAGE FENCE

chain link
America's First Wire Fence—since 1883



Here's how to be sure
**PAGE Fence will be the
RIGHT Fence for YOU**



You are invited to write for a file-size folder packed full of information that's essential when making decisions leading to the fence that's **BEST FOR YOU**. Ask for Folder DH-26.

• When you need a fence it will be much to your advantage to have full knowledge of the many choices of component parts that PAGE provides. You can choose from 8 heights—4 fabric metals—2 types of metal posts—6 styles of gates. All these and other features are pictured and described in the fol-

der offered above. It also supplies facts about the PAGE localized engineering and erecting service that assures highest grade workmanship and lasting satisfaction. Page Fence Association members, located in more than 100 cities, are listed in Folder DH-26. See that list for name of member nearest you.

Write

to **PAGE FENCE ASSOCIATION** in Monessen, Pa.,
Atlanta, Bridgeport, Chicago, Denver, Detroit, Houston, Los Angeles, New York,
Philadelphia or San Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.



Spiral Type

POTTER Slide Fire Escapes

Do provide a safe and quick means of exit in an emergency. This has been proven in 30 instances in which they have been successfully used under actual fire conditions.

Adaptable to all types of occupancy and for installation on the interior as well as the exterior.

Return the coupon below for information and a representative if desired.



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Tested and Listed as Standard by Underwriters' Laboratories, Inc.

POTTER FIRE ESCAPE COMPANY, CHICAGO 45, ILL.

- ☐ Mail copy of new catalog.
☐ Have fire escape engineer call with no obligation.

Submit estimate and details on.....escapes.

Signed.....

Address.....

City.....

What's New ...

Film Releases

"Aluminum on the March" and "A Changing Liberia," color motion pictures. Association Films, Inc., 347 Madison Ave., New York 17.

For more details circle #183 on mailing card.

"The Nature of Color," "American Literature: The Westward Movement," "Walt Whitman: Background for His Works," "Mark Twain," "The Roman Wall" and "Amphibians," all sound films. Primary grade films "Beginning Responsibility: Other Peoples Things," "Kindness to Others," "Lands and Waters of Our Earth," "Where Does Our Food Come From" and "Being on Time." Coronet Films, 65 E. South Water St., Chicago 1.

For more details circle #184 on mailing card.

"Guideposts to Speaking and Writing," filmstrip set on problem pronouns and verbs. "Writing and Revising," filmstrip set on basic rules of English composition. Filmstrip House, 347 Madison Ave., New York 17.

For more details circle #185 on mailing card.

"Famous Americans," filmstrip biographies of Edison, the Wright Brothers, Carver, Bell, Teddy Roosevelt and Jane Addams. "American Harvest," 16 mm sound film in color. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

For more details circle #186 on mailing card.

"The Big Three of Latin America," current affairs filmstrip on Argentina, Brazil and Chile. Office of Educational Activities, The New York Times, Times Sq., New York 36.

For more details circle #187 on mailing card.

"The Child in the Middle," "Building Children's Personalities with Creative Dancing" and "Reading Music with Shaped Notes," educational films. "How a Textbook was Selected," color filmstrip. University Extension, University of California, Educational Film Sales Dept., 405 Hilgard Ave., Los Angeles 24, Calif.

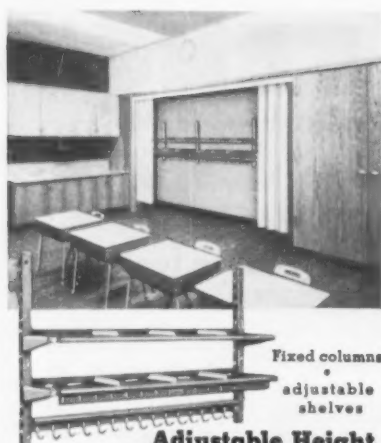
For more details circle #188 on mailing card.

"Living Together," color filmstrip series includes "Jim's Family," "A Day at School," "Family Helpers," "A Neighborhood Picnic," "A Family Shopping Trip" and "A Ride in the Country." Society for Visual Education, 1345 W. Diversey Parkway, Chicago 14.

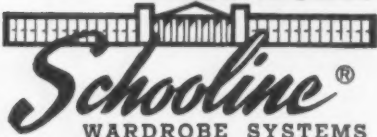
For more details circle #189 on mailing card.

Supplier's News

Joseph Dixon Crucible Co., Jersey City, N.J., manufacturer of pencils and other school supply products, and American Crayon Co., Sandusky, Ohio, manufacturer of crayons, paints and other art materials, announce the merger of the two companies. The report states that both companies will continue their operations without change of location, personnel or policy.



Adjustable Height
WALLMOUNTS



Schooline®
WARDROBE SYSTEMS

Solve the pupil wraps problem efficiently with Wallmount Coat and Hat Racks. Mount on any available wall space. Hat shelves and hanger bar adjustable on permanently attached columns to height for any age group. Double hat shelves and double row of spaced coat hooks accommodate 6 pupils per running foot. Basic 3' 2" or 4' 2" units interlock to make continuous racks to fit any space or capacity requirements.

OTHER Schooline® UNITS



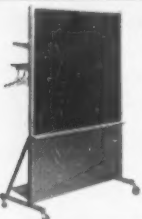
CHALKROBE®

Dual-purpose wardrobe rack. Provides two 4 ft. hat shelves, 4 ft. Hook and Hanger rails for coats adjustable in height to all age groups. 4 ft. overshoe shelf. And, on other side a 50" x 48" chalkboard. Portable or stationary.



CORKROBE®

Identical to Chalkrobe but with pin-up cork board instead of "Chalkboard". These units permit complete flexibility in use of floor space. Can be anchored to floor, or wheeled about on casters. Hold wraps out of the way in orderly and efficient manner.



CLOSURE UNITS

With closure panels (as original equipment or add-on units) Chalkrobe and Corkrobe units serve as flexible room dividers, movable walls or screens. Widely used to enclose temporary class rooms, to "build" cloak rooms, meeting rooms, etc.



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Matching units for Wallmount. Keep overshoes off-the-floor in an orderly manner.

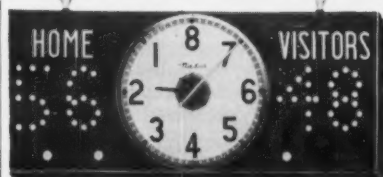
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Naden



N-555—the value of all basketball scoreboards—illuminated 30" dial, Home and Visitors Panels—automatic reset horn—12" red "Instant-Vue" numerals—Green bullseye period indicators and signal lights. Write for details.

For information on the complete Naden line, ask for Catalog 1N-Basketball; 2N-Football; 3N-Baseball.

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and
principals
further improve
the
instructional
program?

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Brunswick-Balke-Collender Co.



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January, 1957

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Allied Radio Corp.
- 135 Concealed Door Control
The Oscar C. Rixson Co.
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Rockwell Mfg. Co.
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General Foods
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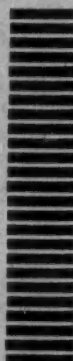
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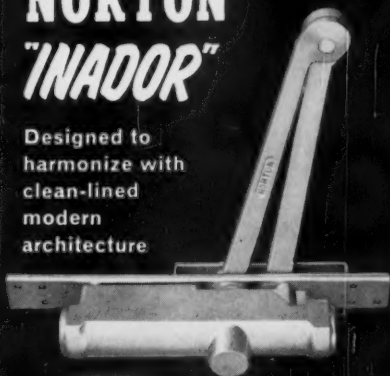
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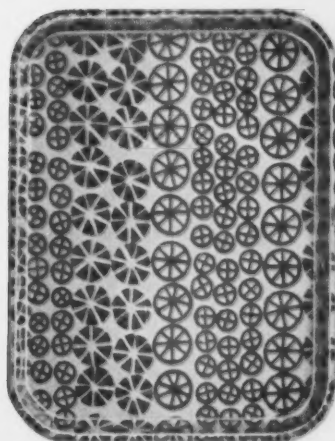
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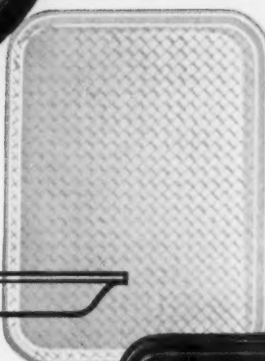
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